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ABSTRACT

In winter 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine evening students' perceptions of college services. Surveys were distributed to students in 200 credit courses requesting ratings for 21 college services with respect to the importance of the service for their "ideal" college and their level of satisfaction with the service at M-DCC. Of 1,595 students who responded, 493 attended M-DCC primarily at night and were included in the analysis. Study findings included the following: (1) college-wide, evening students gave mean ratings above 4 to the importance of all 21 services except "a strong intercollegiate athletic program"; (2) the five most important services to evening students were faculty members who are up-to-date, faculty members who are excellent teachers, a library that meets student needs, a flexible schedule of courses, and computers and other equipment to support their program; (3) over 60% of students agreed that M-DCC provided these top five services; (4) however, 25% disagreed that M-DCC provided a library meeting their needs, 25.1% did not think the college provided a flexible schedule, 27% did not agree that M-DCC had an excellent career counseling program, and 23.4% disagreed that staff members were accessible; (5) 351 of the respondents were either somewhat or very satisfied with the Miami-Dade experience; and (6) evening students expressed strongest reservations regarding vocational programming. (Tables of responses college-wide and by three M-DCC campuses and the survey instrument are included.) (KP)

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EVENING STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE SERVICES

Research Report No. 94-11R

September 1994

Miami-Dade Community College
District Administration

Institutional Research

JC 950 133

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Miami-Dade Community College

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EVENING STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE SERVICES

Research Report No. 94-11R

September 1994

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Abstract

This report presents the findings of the administration of the Enrolled Student Survey - Services (ESS-S) to evening students enrolled in M-DCC credit courses during the Winter Term of 1993-94. This study is a part of a larger study of day and evening students who completed the ESS-S; the results of the larger study may be found in Research Report No. 94-10R. This report represents the first attempt to examine the demographic attributes and needs of students attending Miami-Dade Community College courses primarily at night.

Evening students generated two independent ratings for each of 21 college services using a 5-point Likert scale. First, evening students rated the importance of each service for their "ideal" college, then they rated their level of satisfaction with these services at M-DCC. Evening students also rated their overall level of satisfaction with their M-DCC experience. The report contains the results of four research questions which provide student feedback regarding the effectiveness of existing programs and services. The results are summarized at the college-wide level, and for three campuses, North, Kendall, and Wolfson.

The sample was composed of 493 evening students. Nearly 60% were female and over 60% were Hispanic in ethnicity. Almost 36% were 31 years or older, and 68% were enrolled on a part-time basis. Nearly 60% of students were enrolled in an Associate in Arts program, while 30.3% were enrolled in an Associate in Science program. The sample was comparable to the proportion of students by campus/center; however, North and Medical Center Campuses were slightly under-represented.

The results of the 4 research questions are as follows:

1. **What services do evening students college-wide value as important attributes of their "ideal" college?**

   Evening student ratings were averaged to obtain a mean rating ranging from 1.00 to 5.00; higher mean ratings indicate evening students more highly value the service's importance to their "ideal" college. College-wide, all but one ("a strong intercollegiate athletic program,") of the 21 services obtained mean ratings above 4.0, ranging from 3.91 to 4.57; evening students evaluated 20 of the 21 services as important attributes of their "ideal" college.

   The five most highly rated services were "faculty members who are up-to-date in their fields," "faculty members who are excellent teachers," "a library that meets the students' needs," "a flexible schedule of courses offered at a variety of times throughout the day and during the week" and "computers and other equipment to support my program."

2. **To what degree do evening students believe that Miami-Dade addresses each of these services?**

   Over 60% of evening students agreed that M-DCC provided the top 5 services selected for their "ideal" college. This is a favorable finding. However no other services obtained agreement ratings of at least 60% from evening students.

At least one-fifth (20%) of evening students disagreed that M-DCC provided nine services: "a library that meets the students' needs (25%)," "a flexible schedule of courses offered at a variety of times throughout the day and during the week (25.1%)," "a financial aid program that helps make college affordable (21.1%)," "an excellent career counseling program (27.2%)," "an advising program focused on the student's academic and overall curriculum requirements (21.9%)," "staff members who are accessible (23.4%)," "an excellent job placement program (20.3%)," "programs leading directly to a job (21.1%)," and "adequate transportation to and from the campus (22%)."

These results contrast with ratings by the overall Miami-Dade sample (R.R. No. 94-10R), and indicate that evening students are concerned about the services available to them.

3. **How do evening students rate their overall level of satisfaction with Miami-Dade Community College?**

Almost 84% (n=351) of evening students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. The college-wide mean satisfaction rating was 4.02, equivalent to a "somewhat satisfied" rating. Campus/center mean ratings ranged from 3.63 (Medical Center) to 4.24 (InterAmerican Center). Overall, students appear to be satisfied with their experience at Miami-Dade Community College.

4. **How do evening students at each campus rate Miami-Dade services relative to their "ideal" college?**

Although there was some variation, results among instructional sites were comparatively similar. In addition, the campus-level trends mirror those obtained at the college-wide level. Evening students at all sites consistently generated high ratings of the faculty with respect to excellence in teaching and knowledge of content area. The library and other supplemental learning resources (e.g., instructional technology and study skills laboratories) were also highly rated. Evening students generally were favorable regarding the flexibility of course offerings at M-DCC, the accessibility of staff members, and positively evaluated the financial aid and advising programs.

Evening students expressed their strongest reservations regarding vocational programming at M-DCC, favoring the availability of a more extensive career counseling and job placement program, as well as the development of educational programs that would lead directly to employment upon program completion. M-DCC evening students are clearly concerned with obtaining marketable skills that will make them employable in the workplace. Smaller proportions of evening students expressed concerns regarding the availability of transportation to and from campus, child care facilities, and intercollegiate athletic facilities.

The report should be accessed for more detailed campus-level information. Tables and bar graphs are provided that summarize the findings at both the college-wide level and for each instructional site.

EVENING STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE SERVICES

Introduction

This report presents the findings from the Enrolled Student Survey - Services (ESS-S) administered to students enrolled in Miami-Dade Community College credit courses during the Winter term of 1993-94. The focus of the report is on the attitudes of evening students regarding services provided by the institution, and is part of the larger study incorporating findings for both day and evening students (R.R. No. 94-10R).

Classroom sections offered at various times throughout the day and evening were randomly selected as part of the sample for the larger study. Miami-Dade students enrolled in the sampled classrooms completed the Enrolled Student Survey - Services form during their class time. Students answered an item on the Enrolled Student Survey - Services form which indicated whether they were primarily enrolled in day or evening classes. This item was used to separate the findings for students who identified themselves as evening students on the Enrolled Student Survey - Services form.

It is anticipated that these results will aid in the provision and delivery of enhanced services for this sub-population of students who have individualized needs that are not always identified and served. The results are summarized college-wide and for three major campuses, North, Kendall, and Wolfson. The following research questions are addressed in this report:

1. What services do evening students college-wide value as important attributes of their "ideal" college?

2. To what degree do evening students believe that Miami-Dade addresses each of these services?

3. How do evening students rate their overall level of satisfaction with Miami-Dade Community College?

4. How do evening students at each campus rate Miami-Dade services?

Method

Instrumentation

The Enrolled Student Survey - Services (ESS-S) is a one-page, two-sided standardized survey form developed by Miami-Dade Community College and produced by National Computer Systems (NCS). A copy of the Enrolled Student Survey - Services is found in Appendix I. The ESS-S form was designed so that students could record their responses directly onto the survey form. Completed survey forms were scanned and responses were entered onto a computer disk. These data were then uploaded to the Miami-Dade IBM mainframe system and analyzed using the Statistical Analysis System (SAS).

Side 1 of the ESS-S contained items that requested respondents to provide information on several identified demographic variables, including their age, gender, ethnicity, home campus or outreach center, number of credits completed, M-DCC grade point average (GPA), number of hours employed per week, enrollment status as either part or full-time students and day or evening students, whether they had completed College Preparatory and/or English as a Second Language (ESL) courses, whether they were seeking a degree from M-DCC, and if so, what type of degree, and highest degree they sought to obtain in their professional life. This demographic and enrollment information was used to describe the sample and collect additional information regarding the research questions.

Side 2 of the ESS-S consisted of a list of 21 general services identified because they were representative of services typically offered by higher education institutions. These items comprised several services, including "an excellent career counseling program," "faculty members who are excellent teachers," "a library that meets the students' needs," and "information about student loans." Students rated each of these services using a 5-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree," with the middle position represented by 3 = "uncertain."

Students were asked to generate two independent ratings for each of the 21 services by evaluating the service with respect to the following two dimensions:

1. Their "ideal" college - where students evaluated the importance of each service according to their conception of the ideal college; and

2. Miami-Dade Community College - where students evaluated whether M-DCC provided each service to their satisfaction.

An additional item on the ESS-S requested students to rate their overall level of satisfaction with their M-DCC experience, using a 5-point Likert scale ranging from "very satisfied" to "very dissatisfied," with the middle position represented by "indifferent." This information was intended to provide a useful barometer of overall student satisfaction with Miami-Dade.

Data Collection and Analysis Procedures

Miami-Dade Community College classes offered during the Winter semester of the 1993-94 academic year were used as the basis for the sample in order to facilitate data collection procedures, ensure the highest possible return of student responses, and most accurately represent the population of students enrolled at the college. A computer-generated random sample of classes selected 5% from the master list of all classes offered at all but two locations. At the request of decision-makers, a sample of approximately 10% of classes was drawn for Homestead Campus and Hialeah Center in order to compensate for the lower enrollment at those two sites. These procedures resulted in the identification of 200 classes that were sampled college-wide. In addition, the computer-generated listing of randomly selected courses included alternate classes for each site in case the instructors declined to participate in the study.

Instructors received a memorandum from the Dean of Institutional Research informing them of the upcoming data collection effort prior to receiving the survey. A copy of this memorandum is found in Appendix 2. Instructors had the opportunity to decline participation in the study. Only 12 faculty members declined to participate and alternate instructors were identified for 9 of these 12 instructors.

Participating instructors received a packet of questionnaires through inter-office mail two weeks after agreeing to participate in the study. A copy of the accompanying

memo, detailing administration instructions to participating instructors, is available in Appendix 3. The ESS-S surveys were then administered to students attending class on the prescribed day and collected by the instructor. Instructors returned a packet of completed ESS-S forms and any additional uncompleted forms to the Office of Institutional Research.

Results

Demographics of the Sample

Table 1 presents the demographic breakdown of the sample of evening students across several variables. Table 1 is composed of two columns; the left column contains demographic information for the sample of evening students. For comparison purposes, the right column provides data for students who indicated that they primarily take their courses during the day.

Inspection of Table 1 indicates that the sample of evening students represented all campuses, with the majority (69.8%) from North, Kendall and Wolfson. While the gender distribution of the day and evening students corresponded relatively well, Hispanic and White non-Hispanic students are slightly over-represented in the evening sample, while Black non-Hispanic students were under-represented. Finally, the proportion of older students in the evening sample is much higher than that of day students, as might be expected. Evening students show comparable Miami-Dade degree aspirations and grade point averages, but 68% are attending part-time compared to 21% of day students in the sample.

Additional Characteristics of the Sample

Table 2 presents the results for items not normally asked of Miami-Dade enrollees. One item asked students to identify the highest degree they were seeking throughout their academic career. This item served as an indicator of students' long-term educational aspirations and expectations. The results indicate that 16.7% of evening students were seeking either a vocational certificate or an Associate degree as their terminal degree, compared to 14.6% of day students.

Almost 34.3% of evening students desire to obtain a Bachelor's, while over 45% would like to earn a post-graduate degree at the Master's or higher level. If these two figures are aggregated, the results indicate that 79.4% of Miami-Dade evening students would like to earn a Bachelor's degree or higher. This finding suggests that the majority of Miami-Dade evening students have long-range educational aspirations and attend Miami-Dade as part of their plan to pursue these aspirations.

Data regarding the employment status of respondents indicate that 95.6% of evening students are working, compared to 75.7% of day students. Over 13% of evening students work between one and 20 hours a week, while almost 49% report that they work between 21 and 40 hours per week. It is not surprising that 33.5% of evening students work more than 40 hours per week while attending classes at Miami-Dade, compared to only 7.6% of day students. The students in the evening sample thus appear older than day students, more likely to be attending part-time, and to be working.

Research Questions

This section describes the results of the four research questions that are the central focus of this study.

1. **What services do evening students college-wide value as important attributes of their "ideal" college?**

Students used a 5-point agreement rating scale to rate each service with respect to its relevance to their ideal college. For ease of interpretation, responses of "strongly disagree" (1) and "disagree" (2) were aggregated into a single "disagreement" category, while "strongly agree" (5) and "agree" (4) were aggregated into an "agreement" category.

Student ratings were averaged to obtain a mean rating, with higher mean ratings indicating that students more highly valued the importance of the service to their "ideal" college. The range of possible mean ratings was between 1.00 and 5.00. The 21 services presented in Table 3 have been rank ordered from highest to lowest mean rating.

Inspection of Table 3 indicates that all but one ("a strong intercollegiate athletic program") of the mean ratings of the 21 services are above 4.0, ranging from 3.91 to 4.57. Evidently, evening students believed that all of the services were important factors when considering the attributes of their "ideal" college. It should be noted that there was very little variation among mean ratings. The difference between the service rated most highly and second most highly was two-hundredths of a point. The results should be carefully interpreted with the understanding that these very slight variations may not represent substantive differences in student opinions of the service.

The service rated most highly by evening students college-wide was "faculty members who are up-to-date in their fields," with a mean rating of 4.57. Over 90% of students agreed that this was an important service for their "ideal" college. This finding differs from the findings reported in Research Report No. 94-10R, wherein the combined group of both day and evening students rated "a library that meets the students' needs" most highly.

The service obtaining the second highest mean rating for an "ideal" college is "faculty members who are excellent teachers." Over 90% of evening students agreed that both faculty quality indicators were important factors in their conception of an "ideal" college. This result is in accord with the findings provided in Research Report No. 94-10R, in which the combined group of day and evening students at all campuses emphasized the importance of a committed faculty with superior instructional skills. "A library that meets the students' needs," a service emphasizing the importance of supplementary learning resources, obtained the third highest mean rating among evening students.

The fourth and fifth highest rated services for an "ideal" college were "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (endorsed by over 90% of evening students) and "computers and other equipment to support my program" (endorsed by almost 90% of students). Flexible scheduling of coursework is clearly a very important factor for evening students to be able to achieve their educational goals while meeting employment and personal obligations. Evening students are evidently concerned with many practical problems associated with attending

college, and would prefer that their "ideal" college attempt to accommodate their individualized needs in the context of personal and economic constraints. The desire of evening students to avail themselves of computers/technology in their "ideal" college, suggests that evening students want to be at the forefront of their vocation in an increasingly technological workplace.

The five services that obtained the lowest mean ratings for an "ideal" college are (in descending order): "adequate transportation to and from the campus," "a child care program," "instructional sites near people's homes and businesses," "excellent athletic/ recreational facilities," and "a strong intercollegiate athletic program." It appears likely that these services were less highly rated by evening students because they are designed to meet only the needs of select groups of students. Only students with children or those who are interested in athletics are likely to be greatly concerned with the availability of these services at their "ideal" college. It is also possible that evening students are less concerned about transportation and the location of instructional sites because so many are employed and have ready transportation. It should be noted that the range of mean ratings was comparatively narrow. Four of the five lowest rated services for the "ideal" college still obtained a mean agreement rating of greater than 4.0.

2. **To what degree do evening students believe that Miami-Dade addresses each of these services?**

The purpose of this research question is to evaluate the degree to which evening students believe Miami-Dade Community College provides those services that they deem to be important for their "ideal" college. After evening students rated the 21 services for their "ideal" college, they completed the following stem - "I believe Miami-Dade Community College has ..." for each of the 21 services. Evening students used the same 5-point agreement scale used to rate services for their "ideal" college. Responses were summarized such that student agreement ratings of "strongly disagree" and "disagree" were combined to create a "disagreement" rating, while ratings of "strongly agree" and "agree" were aggregated to form an "agreement" rating.

Three major analyses were performed to address this research question for the college-wide group. The same analyses were replicated for each instructional site and are reported in the section addressing research question 4. Table 3 presents the findings for the college-wide group for these three analyses.

The first analysis identified the proportion of evening students who were satisfied that Miami-Dade provided the services they were asked to rate for their "ideal" college. For our purposes, an endorsement of "agreement" by 60% or more of evening students is considered favorable and is highlighted in Table 3 and all subsequent tables.

Over 60% of evening students agreed that Miami-Dade provided the top five services identified for their "ideal" college. Considering the content of these items, these ratings indicate that at least 60% of surveyed evening students believe the faculty are knowledgeable and informed professionals who utilize effective instructional strategies. Evening students are also satisfied with many of the college's learning resources, including the library and computer resources. Finally, evening students appreciate Miami-Dade's flexibility in course scheduling, a service of particular importance to evening students.

The second analysis performed to address this research question identified those services evening students believed that Miami-Dade addressed in a less satisfactory manner. Thus, the proportion of evening students who disagreed when rating the service was identified. A rating of "disagreement" suggests that evening students had concerns regarding either service availability or delivery at Miami-Dade. As a useful rule of thumb, services for which one-fifth (20%) or more of students disagreed suggest areas that might benefit from closer examination by decision-makers. These are highlighted in Table 3 and in all subsequent tables.

Examination of disagreement ratings indicates that among the top five rated services, at least one-fifth (20%) of evening students disagreed that M-DCC provided two services, "a library that meets the students' needs" (25%), and "a flexible schedule of courses offered at a variety of times throughout the day and during the week (25.1%)." Examination of Table 3 also indicates that at least 20% of evening students disagree

regarding the provision of the following seven services: "a financial aid program that helps make college affordable" (21.1%), "an excellent career counseling program" (27.2%), "an advising program focused on the student's academic and overall curriculum requirements" (21.9%), "staff members who are accessible" (23.4%), "an excellent job placement program" (20.3%), "programs leading directly to a job" (21.1%), and "adequate transportation to and from the campus (22%)."

Two of the services identified by evening students are related to vocational programming and job placement. These services were also identified by the sample as a whole (R.R. No. 94-10R), and appear to be important to students who are concerned with the role of their education in securing future employment. Two of the services identified by evening students were not identified by the sample as a whole, and pinpoint areas that are important for pursuing a college education, specifically, the financial aid and advising programs. A related service, accessible staff members, is likely to be identified because evening students have limited opportunity to be on campus and avail themselves of Miami-Dade services. Evening students may have included financial aid because a high proportion of part-time enrolled evening students may not qualify for financial aid. A proportion of evening students also are dissatisfied with transportation to and from college. This finding suggests that a subgroup of evening students have transportation problems that impede their ability to pursue a college education.

Because these two analyses utilize student agreement/disagreement ratings, certain guidelines are useful in interpreting the findings. First, with very few exceptions, a considerably higher proportion of evening students agreed that these services were important relative to their conception of an "ideal" college as compared to their actual college experience. Evening students appear to support the notion that, theoretically, the "ideal" college should offer all of these services. Therefore, "ideal" college mean ratings will nearly always be higher than Miami-Dade mean ratings.

Interpretation of student agreement/disagreement ratings of services may also be affected by the proportion of evening students who have endorsed "uncertain," because "uncertain" ratings are open to several interpretations. For example, evening students

may: 1) have never utilized the service; 2) be unaware of its availability; 3) be unclear about its purpose; and/or 4) perceive the service as unnecessary for their success. When a comparatively high proportion of evening students endorse "uncertain" for a given service, the results should be interpreted more judiciously. An example of this principle may be found in Table 3, where "programs leading directly to a job" obtained an agreement rating of 31.9%. Note, however, that 47% of evening students also described themselves as "uncertain" regarding this service. Had a much lower proportion of evening students endorsed "uncertain," say 14%, the comparatively low agreement rating of 32.5% may have been a more potent indicator of student satisfaction. It should be noted that a service obtaining a high "uncertain" rating may be less strongly endorsed as important by evening students.

The third analysis addressing this research question used student mean agreement ratings for both the "ideal" college and Miami-Dade Community College for each of the 21 services. The arithmetic difference between the two means was obtained for each service, yielding the discrepancy between the ratings evening students assigned to their "ideal" college and to Miami-Dade. Table 3 provides the mean ratings for both the "ideal" college and Miami-Dade Community College for each of the 21 services. Mean ratings for the Miami-Dade services ranged form 3.65 ("computers and other equipment to support my program") to 3.07 (obtained by both "an excellent job placement program" and "a child care program"). The discrepancy between means may be found in the row beneath both mean ratings for each service, and is hereafter labeled "D" throughout the remainder of this report and in the tables.

These procedures permitted a type of discrepancy analysis to be conducted for each of the services. However, there are some important caveats to consider when examining discrepancies between mean ratings. First, in almost every instance, Miami-Dade will obtain lower ratings than evening students' conception of an "ideal" college. Therefore, interpretation of the results should center on examining the size of the discrepancy between students' "ideal" college mean rating and their Miami-Dade mean rating. Second, a logical rationale should be provided when identifying cutoffs between discrepancies. A rule of thumb advocated herein is the identification of those services where the

discrepancy between the "ideal" college mean rating and the Miami-Dade mean rating is 1.00 or greater. This figure represents a full rating point and a discrepancy of this size should be examined more closely. Discrepancies of 1.00 or greater are shaded in Table 4.

Figure 1 presents a horizontal bar graph which allows those services exhibiting large discrepancies between ideal college and Miami-Dade student mean ratings to be readily identified. The horizontal axis represents the range of mean ratings and is scaled from 0.00 to 5.00. The graph is composed of 21 bars, representing each service rated by students in order of importance for an "ideal" college. Each bar is composed of both shaded and unshaded segments. Shaded segments represent student mean ratings of Miami-Dade services; unshaded segments indicate differences between ideal college and Miami-Dade mean ratings. The arithmetic difference between these two means is printed within the unshaded segments. Subsequent figures are provided for each instructional site profiled within this report.

The third analysis indicated that eight services manifested a discrepancy of 1.00 or greater between the college-wide "ideal" mean ratings and the Miami-Dade mean ratings. One of these services was among the top five services identified by evening students for their "ideal" college, "a library that meets the students' needs" (D=1.08). The remaining seven services were: "an excellent career counseling program" (D=1.32), "an advising program focused on the student's academic and overall curriculum requirements" (D=1.02), "staff members who are accessible" (D=1.07), "an excellent job placement program" (D=1.30), "programs leading directly to a job" (D=1.23), "cooperative education or work experience for credit" (D=1.00), and "a child care program (D=1.02)."

Four of these services are highly related and emphasize the value that evening students place on the vocational implications of their educational program. One-third of the evening students were enrolled in Associate in Science and PSAV programs, which they selected in order to secure employment after program completion. Therefore, the availability of jobs leading directly to employment after program completion is very important to these evening students. Evening students apparently would favor more occupationally-oriented educational programming, preferably programs that would lead

directly to employment upon program completion. In addition, evening students would favor a more pronounced career counseling program that would assist them in the clarification of their occupational goals. Evening students are also concerned about Miami-Dade's advising program, as well as the availability of staff members. Finally, some evening students believe that Miami-Dade does not provide adequate child care services.

3. **How do evening students rate their overall level of satisfaction with Miami-Dade Community College?**

Evening students also responded to the following item on the ESS-S survey form, "How satisfied are you with Miami-Dade Community College?" Evening students responded to this item using the following 5-point rating scale: 1="very dissatisfied"; 2="somewhat dissatisfied"; 3="indifferent"; 4="somewhat satisfied"; and 5="very satisfied." Responses to this item were only obtained for 351 (71.2%) of the 493 respondents. It appears likely that the item's placement on the lower left-hand side of the survey form caused some evening students to ignore or overlook the item. Therefore, the results to this question should be interpreted cautiously.

Results are provided for the overall college sample and each of the instructional sites in Table 4. The college-wide mean satisfaction rating was 4.02, slightly higher than 4.00, which is equivalent to a "somewhat satisfied" rating. Overall, evening students appear to be satisfied with their experience at Miami-Dade Community College. Almost 84% (n=294) of evening students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. This is a positive finding that is more significant in the context of the high return from the sample, suggesting that the majority of Miami-Dade evening students are satisfied with their college experience.

Results are also reported for each of the instructional sites. The results indicate that campus/center mean ratings ranged from 3.63 (Medical Center Campus) to 4.24 (InterAmerican Center). The majority of instructional site means were at least 4.00, with the exception of North Campus (3.93) and Medical Center Campus (3.63). These ratings indicate that the college-wide mean ratings were substantively duplicated at the

campus/center level. In addition, these ratings approximate those reported by the sample as a whole (R.R. No. 94-10R).

4. **How do evening students at each campus rate Miami-Dade services?**

The purpose of this question was to provide information profiling the evaluations of students attending campuses and centers. Because of the small number of evening student responses available at some instructional sites, data are only provided for North, Kendall, and Wolfson in this report. However, data for each site is available from the Office of Institutional Research upon request.

The information provided here is designed to facilitate comprehensive planning and decision-making efforts at these instructional sites. The ultimate goal would be to enhance the provision, delivery, and quality of services for evening students. In order to provide useful information to site-based decision-makers, supplementary tables are included for the major results for each site, and highlights are noted below. A table presenting the percentage of student agreement/disagreement and mean ratings for the 21 services is provided for each campus. In addition, a histogram summarizing student mean ratings for each service is included.

<u>North Campus</u>

Inspection of Table 5 and Figures 2a and 2b indicates that the range of North Campus evening student mean ratings for the "ideal" college was from 3.92 to 4.59, while the range of North Campus evening student mean ratings for Miami-Dade services was from 3.11 ("programs leading directly to a job") to 3.87 ("a library that meets the students' needs"). These figures indicate that no service obtained a mean rating lower than 3.00 or greater than 4.00. It should be noted that the number of students selecting "uncertain" is also included in the calculation of mean ratings.

The highest five services rated by North Campus evening students along the "ideal" college continuum were (in descending order): "a library that meets the students' needs" (4.59), "faculty members who are excellent teachers" (4.55), "a flexible schedule of courses offered at a variety of times throughout the day and during the week (4.55)," "faculty

members who are up-to-date in their fields" (4.54), and "a financial aid program that helps make college affordable (4.50)."

Over 60% of evening students agreed that North Campus provides three of the top five services of their "ideal" college. Additionally, nearly 60% agreed that North Campus provides "faculty who are up-to-date in their fields" (59.4%), while over 57% endorsed "a financial aid program that helps make college affordable" (57.1%). Finally, over 60% agreed that North Campus has "computers and other equipment to support my program (66%)."

North Campus evening students appear to be satisfied with their instructors, whom they perceive as knowledgeable, informed, capable, and accessible. In addition, many of the supplemental learning resources at North Campus were well rated by evening students, including the library, computers, and instructional technology.

At least 20% of North Campus evening students disagreed that the campus provided nine services. Of these, three were among the top five services identified by students for their "ideal" college: "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (26.9%), "a financial aid program that helps make college affordable" (20%), and "faculty members who are up-to-date in their fields" (20.8%). The fact that over 60% of students also agreed with these items indicates that there is a subgroup of evening students dissatisfied with the services. The remaining six services with high disagreement ratings are: "an excellent career counseling program" (24.8%), "study skills assistance" (22.1%), "an advising program focused on the student's academic and overall curriculum requirements" (20.8%), "an excellent job placement program" (21.2%), "programs leading to a job" (22.9%), and "staff members who are accessible" (21.9%).

Three of the services that were identified by North Campus evening students were related to career counseling and job placement after program completion. This finding mirrors the college-wide finding for evening students, and suggests that evening students are invested in vocational education. A subgroup of North Campus evening students

identified flexibility in course scheduling as a concern, clearly a service of critical importance to evening students. North Campus evening students are also concerned about their accessibility to staff members, which may have impacted North Campus evening students' disagreement ratings of some services, particularly the financial aid, advising, and study skills assistance programs. These programs depend greatly on staff assistance, and evening students may have difficulty availing themselves of this assistance when they have only limited time on campus.

Three services were rated by North Campus evening students as obtaining mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. They were: "an excellent career counseling program" (D=1.20), "an excellent job placement program" (D=1.26), and "programs leading directly to a job (D=1.23)." These three areas overlap with those services rated as comparatively unsatisfactory by Miami-Dade evening students college-wide, and represent student concerns regarding the provision of services that facilitate vocational success. Evidently, evening students at North Campus have concerns regarding vocational counseling and placement programs at Miami-Dade, which echo those concerns identified by Miami-Dade evening students college-wide.

Kendall Campus

Table 6 and Figures 3a and 3b presents the findings for Kendall Campus evening students. The range of mean ratings for "ideal" college services was from 4.07 to 4.73. The range of mean ratings for Miami-Dade services was from 2.98 ("a child care program") to 3.73 ("computers and other equipment to support my program"). One service obtained a mean rating lower than 3.00; none of the services obtained a mean rating of 4.00 or greater.

The highest five services rated by Kendall Campus evening students along the "ideal" college continuum were (in descending order): "faculty members who are up-to-date in their fields" (4.73), "faculty members who are excellent teachers" (4.68), "a library that meets the students' needs" (4.67), "a flexible schedule of courses offered at a variety

of times throughout the day and during the week" (4.64),"and "computers and other equipment to support my program (4.60)."

Over 60% of Kendall Campus evening students agreed that Kendall Campus provided the top five services identified for their "ideal" college. Additionally, over 60% of evening students agreed that Kendall Campus has: "faculty members who are accessible" (60.2%), "a financial aid program that helps make college affordable" (62.5%), "information about student loans" (60%), and "study skills assistance (60.2%)."

These results indicate that Kendall Campus evening students are generally satisfied with the caliber of faculty, including their instructional approaches and availability. Kendall Campus evening students also believe that Miami-Dade provides instructional resources that facilitate their ability to obtain a college-level education, such as the library, study skills, and instructional technology laboratories. Kendall Campus evening students are also pleased with the availability and flexibility of the college's financial aid program which allows them to access a college education.

At least 20% of Kendall Campus evening students disagreed that the campus provided eight services, three of which were among the top five "ideal" college services: "faculty members who are excellent teachers" (20.4%), "a library that meets the students' needs" (25.3%), and "a flexible schedule of courses offered at a variety of times throughout the day and during the week (20.4%)." The appearance of these three items on this list, although rated highly by a large proportion of students, indicates that a subgroup of evening students disagree that these services are provided. The remaining five services with high disagreement ratings were: "an advising program focused on the student's academic and overall curriculum requirements" (23.1%), "an excellent career counseling program" (29.8%), "staff members who are accessible" (20.6%), "adequate transportation to and from the campus" (21.9%), and "a child care program (20.5%)."

Examination of this list indicates that there is some overlap between the concerns of Kendall Campus evening students and those identified by Miami-Dade evening students college-wide. Specifically, Kendall Campus evening students are concerned about

flexibility in course scheduling and accessibility to staff members, important services for evening students. Kendall Campus evening students are also concerned about the provision of career guidance services, which may be related to the concern that emerged regarding the advising program. This service may be linked to the career counseling process, as well as the rating obtained for accessible staff members. Additional concerns identified by Kendall Campus evening students may relate to the specialized needs of segments of the evening student population, such as the need for adequate transportation to and from school, and the need for child care. Clearly, problems in these areas can impede evening students' efforts to complete their education.

Eleven services were rated by Kendall Campus evening students as obtaining mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. Three of these services were among the top five services students identified for their "ideal" college: "faculty members who are up-to-date in their fields" (D=1.14), "faculty members who are excellent teachers" (D=1.14), and "a library that meets the students' needs (D=1.14)." The discrepancies between the ideal college and Miami-Dade mean ratings for these three services suggests that evening students have concerns regarding the faculty who instruct them at night. In addition, some evening students have concerns about the library, which may be related to accessibility because of evening students' limited time on campus.

The remaining eight services that obtained mean discrepancies of 1.0 or greater were: "an advising program focused on the student's academic and overall curriculum requirements" (D=1.14), "faculty members who are accessible" (D=1.00), "an excellent career counseling program" (D=1.46), "staff members who are accessible" (D=1.18), "programs leading directly to a job" (D=1.26), "an excellent job placement program" (D=1.27), "adequate transportation to and from the campus" (D=1.00), and "a child care program (D=1.13)."

Services in which a discrepancy exists between Kendall Campus evening students' ideal and Miami-Dade mean ratings include three services centering on vocational decision-making and employment upon program completion, concerns which also emerged

among Miami-Dade evening students college-wide. Kendall Campus has the smallest number of Associate in Science and PSAV program enrollees, yet Kendall Campus evening students still articulated concerns regarding the areas of vocational programming and employment. Other areas where Kendall Campus evening students exhibited concerns include the accessibility of faculty and staff members, clearly a problem related to the limited amount of time that evening students are on campus and able to avail themselves of faculty and staff assistance. The advising program was also identified by Kendall Campus evening students, which may be related to these evening students' concerns about accessibility or career counseling or both. Finally, a subgroup of Kendall Campus evening students are dissatisfied with available transportation to and from the campus and the availability of a child care program. These concerns appear to be related to the needs of a subgroup of students who may have individualized needs that differ from the majority of Kendall Campus evening students.

Wolfson Campus

Table 7 and Figures 4a and 4b presents the agreement/disagreement ratings for Wolfson Campus evening students. An examination of mean ratings for the "ideal" college indicates they ranged from 3.86 to 4.55, while Miami-Dade service mean ratings ranged from 2.95 ("excellent athletic/recreational facilities") to 3.88 ("a cultural program in the arts (music, theater, etc."). Only one service obtained a mean rating lower than 3.00, while 20 of the services obtained a mean rating greater than 3.00.

The highest five services rated by Wolfson Campus evening students along the "ideal" college continuum were (in descending order): "faculty members who are up-to-date in their fields" (4.55), "faculty members who are excellent teachers" (4.48), "computers and other equipment to support my program" (4.44), "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (4.44), and "a library that meets the students' needs (4.42)."

Over 60% of Wolfson Campus evening students agreed that Wolfson Campus provides four of the top five services they selected for their "ideal" college. Over 55% of evening students agreed that Wolfson Campus provided the fifth service, "a library that

meets the students' needs." Additional items obtaining an agreement rating from at least 60% of Wolfson Campus students included: "an advising program focused on the student's academic and overall curriculum requirements" (63.1%), and "a cultural program in the arts (music, theater, etc.)" (70.8%).

A number of these services are among those identified favorably by Miami-Dade evening students college-wide. Wolfson Campus evening students appear to be positive regarding the faculty, whom they perceive as knowledgeable, concerned, and accessible. In addition, Wolfson Campus evening students are satisfied with the instructional technology learning resources at their disposal. In addition, Wolfson Campus evening students appear to be satisfied with the advising program as well as the cultural arts program available on Wolfson Campus. Finally, Wolfson Campus evening students also appreciate Miami-Dade's flexibility in scheduling courses, a service of particular importance to evening students.

At least one-fifth of Wolfson Campus evening students disagreed that Wolfson Campus provided two of the five services they rated most highly for their "ideal" college: "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (25%), and "a library that meets the students' needs (22.2%)." While some Wolfson Campus evening students appear to be concerned about the utility of the library and flexibility in course scheduling, nearly 60% of Wolfson Campus evening students report they are satisfied with both services on Wolfson; therefore, this comparatively low rating appears to reflect the concerns of a subgroup of Wolfson Campus evening students.

An additional nine services obtained a disagreement rating from at least 20% of Wolfson Campus evening students: "an excellent career counseling program" (20.3%), "a financial aid program that helps make college affordable" (22.7%), "study skills assistance" (21.5%), "an excellent job placement program" (20.6%), "faculty members who are accessible" (25%), "staff members who are accessible" (25%), "programs leading directly to a job" (20.3%), "adequate transportation to and from the campus" (21%)," and "excellent athletic/recreational facilities (23.1%)."

Three of these services tap the vocational concerns articulated by Miami-Dade evening students college-wide, specifically, vocational advisement and placement after program completion. Wolfson Campus evening students also appear to desire vocational programming and career placement from their college, and would like to see improvement in this area.

Another major area identified as a concern by Wolfson Campus evening students centers on accessibility to Wolfson Campus faculty and staff. Clearly, Wolfson Campus evening students are concerned about their ability to access services and assistance in the limited time they can afford to be on campus. It is possible that Wolfson Campus evening students' concerns about access also impacted their rating of the financial aid and study skills assistance programs, both of which heavily depend upon the efforts of staff members. Finally, some Wolfson Campus evening students are concerned about transportation to and from campus and believe that Wolfson Campus does not provide adequate athletic and/or recreational facilities. These are concerns that appear to be articulated by a subgroup of Wolfson Campus evening students, who may have individualized needs or interests in these areas.

Six services rated by Wolfson Campus evening students obtained mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. Of these, one was among the top five "ideal" college services: "a library that meets the students' needs (D=1.02)." The remaining five were: "an excellent career counseling program" (D=1.07), "an excellent job placement program" (D=1.19), "staff members who are accessible" (D=1.00), "programs leading directly to a job" (D=1.08), and "excellent athletic/recreational facilities (D=1.07)."

Three of these six services are concerned with vocational decision-making and employability upon program completion. Wolfson Campus evening students appear to be concerned about educational training related to the job market. In addition, Wolfson Campus evening students appear to desire vocational guidance to help them identify a program that will facilitate their ability to obtain employment upon program completion.

Wolfson Campus evening students are also concerned about their ability to access staff members, a concern that is intensified by the limited amount of time that evening students are able to be on campus. Wolfson Campus evening students also identified the adequacy of the library and the relative unavailability of athletic and recreational resources as concerns. It is possible that evening student concerns about the library may be related to evening students' general concerns about accessibility to services college-wide.

Summary and Conclusions

This report presents the findings of the Enrolled Student Survey - Services (ESS-S) administered to evening students enrolled in Miami-Dade Community College courses during the Winter term of 1993-94. The report contains the results of four research questions which provide student feedback regarding the effectiveness of existing programs and services for evening students. The results are summarized at the college-wide level, and for three campuses, North, Kendall, and Wolfson. This report represents the first attempt to examine the demographic attributes and needs of M-DCC students attending courses primarily at night. A primary goal of this study was to identify those services evening students believe will facilitate the completion of their program, so that the college can ensure the provision of these services.

This study is a part of a larger study of day and evening students who completed the ESS-S. The results of the larger study may be found in Research Report No. 94-10R. A total of 493 evening students generated two independent ratings for each of 21 college services using a 5-point Likert scale. First, evening students rated the importance of each service for their "ideal" college, then they rated their level of satisfaction with these services at M-DCC. Evening students also rated their overall level of satisfaction with their M-DCC experience. Thus, three major indices were used to assess student satisfaction:

1. at least 60% of students agreed that Miami-Dade provided the service;
2. less than 20% of students disagreed that Miami-Dade provided the service; and
3. a discrepancy of less than 1.00 was manifested between student mean ratings of the service for their "ideal" college and Miami-Dade.

An examination of the sample provides some insights into the demographic attributes of evening students at Miami-Dade. As might be anticipated, a larger proportion of evening students were beyond traditional college age than were day students, with almost 36% reporting they were 31 years or older, and 68% were enrolled on a part-time basis. Nearly 60% of students were enrolled in an Associate in Arts program, while 30.3% were enrolled in an Associate in Science program.

Evening students were asked to identify those services they believed were important attributes of their "ideal" college. An examination of mean ratings for each of these services, indicates that evening students rated all 21 services as important for their "ideal" college. All but one service ("a strong intercollegiate athletic program") received a rating above 4.00. Clearly, evening students desire that their educational institution provide them with access to a wide variety of services, regardless of their ability to access these services.

Decision-makers should note that the five most highly rated services by evening students were "faculty members who are up-to-date in their fields," "faculty members who are excellent teachers," "a library that meets the students' needs," "a flexible schedule of courses offered at a variety of times throughout the day and during the week" and "computers and other equipment to support my program." Evening students value strongly the importance of knowledgeable faculty who are able to transmit their knowledge base, and desire alternative learning resources and technological advances that they can utilize while completing their programs. Evening students also appreciate flexibility in course offerings that allow them to complete their programs by attending classes after their day-time commitments are satisfied.

Over 60% of evening students agreed that M-DCC provided the top five services selected for their ideal" college. However, no other services obtained agreement ratings of 60% or more.

A number of areas that may indicate weaknesses were identified by at least one-fifth (20%) of evening students, who disagreed that M-DCC provided "a library that meets the students' needs" (25%), "a flexible schedule of courses offered at a variety of times throughout the day and during the week" (25.1%), "a financial aid program that helps make college affordable" (21.1%), "an excellent career counseling program" (27.2%), "an advising program focused on the student's academic and overall curriculum requirements" (21.9%), "staff members who are accessible" (23.4%), "an excellent job placement program" (20.3%), "programs leading directly to a job" (21.1%), and "adequate transportation to and from the campus (22%)."

Evening students also rated their overall level of satisfaction with Miami-Dade Community College. Almost 84% (n=351) of evening students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. College-wide, the mean satisfaction rating was 4.02, indicating that evening students appear to be satisfied with their overall experience at Miami-Dade Community College.

A final issue addressed within this report was whether evening students at each of three campuses rated Miami-Dade services favorably relative to their "ideal" college. Although there was some variation, results among instructional sites were comparatively similar. In addition, the campus-level trends mirror those obtained at the college-wide level. Evening students at all sites consistently generated high ratings of the faculty with respect to excellence in teaching, knowledge of content area, and accessibility to students. The library and other supplemental learning resources (e.g., instructional technology and study skills laboratories) were also highly rated. Evening students generally were favorable regarding the flexibility of course offerings at M-DCC, the accessibility of staff members, and positively evaluated the financial aid and advising programs.

Evening students expressed their strongest reservations regarding vocational programming at M-DCC, favoring the availability of a more extensive career counseling and job placement program, as well as the development of educational programs that would lead directly to employment upon program completion. Smaller proportions of evening students expressed concerns regarding the availability of transportation to and

from campus, child care facilities, and intercollegiate athletic facilities. M-DCC evening students are clearly concerned with obtaining marketable skills that will make them employable in the workplace. Evening students would also like to obtain these competencies from Miami-Dade while meeting outside personal obligations. Minimizing impediments for evening students, such as transportation and child care, would facilitate these students' attainment of personal and vocational goals.

Table 1

Demographics of the Sample Comparing Evening and Day Students Responding to the Enrolled Student Survey Services

EVENING (N=493)	Number	Percent
Course Campus of Respondent		
North	107	21.9%
Kendall	163	33.4%
Wolfson	71	14.5%
Medical Center	29	5.9%
Homestead	35	7.2%
InterAmerican Center	48	9.8%
Hialeah Center	32	6.6%
Other Outreach Center	3	0.6%
Total	488	100.0%
Gender		
Male	200	40.7%
Female	292	59.3%
Total	492	100.0%
Ethnicity		
White Non-Hispanic	97	19.8%
Black Non-Hispanic	66	13.4%
Hispanic	299	60.9%
Other	29	5.9%
Total	491	100.0%
Age		
19 years or younger	27	5.5%
20 - 25 years	186	37.7%
26 - 30 years	105	21.3%
31 years or older	175	35.5%
Total	493	100.0%
Type of M-DCC Degree and/or Certificate Sought by Respondents		
Associate in Arts	272	59.4%
Associate in Science	139	30.3%
Vocational Certificate	13	2.8%
Planned Certificate	8	1.7%
Other	26	5.7%
Total	458	100.0%
Number of Credits Completed by Respondents		
None	46	9.5%
1 - 15	90	18.6%
16 - 30	84	17.3%
31 - 45	96	19.8%
46 - 60	73	15.1%
More Than 60	96	19.8%
Total	485	100.0%

DAY (N=1,073)	Number	Percent
Course Campus of Respondent		
North	348	32.6%
Kendall	340	31.8%
Wolfson	146	13.7%
Medical Center	115	10.8%
Homestead	33	3.1%
InterAmerican Center	19	1.8%
Hialeah Center	65	6.1%
Other Outreach Center	2	0.2%
Total	1,068	100.0%
Gender		
Male	401	37.4%
Female	672	62.6%
Total	1,073	100.0%
Ethnicity		
White Non-Hispanic	163	15.2%
Black Non-Hispanic	238	22.2%
Hispanic	608	56.7%
Other	64	6.0%
Total	1,073	100.0%
Age		
19 years or younger	327	30.4%
20 - 25 years	490	45.5%
26 - 30 years	116	10.8%
31 years or older	144	13.4%
Total	1,077	100.0%
Type of M-DCC Degree and/or Certificate Sought by Respondents		
Associate in Arts	708	66.5%
Associate in Science	310	29.1%
Vocational Certificate	15	1.4%
Planned Certificate	5	0.5%
Other	27	2.5%
Total	1,065	100.0%
Number of Credits Completed by Respondents		
None	83	7.7%
1 - 15	241	22.5%
16 - 30	245	22.8%
31 - 45	177	16.5%
46 - 60	195	18.2%
More Than 60	132	12.3%
Total	1,073	100.0%

Table 1

Demographics of the Sample Comparing Evening and Day Students Responding to the Enrolled Student Survey Services

(continued)

EVENING (N=493)		
	Number	Percent
GPA Distribution of Respondents		
Below 2.0	13	2.8%
2.0 - 3.49	311	66.9%
3.5 and Above	96	20.6%
Not Applicable	45	9.7%
Total	465	100.0%
Enrollment Status		
Full-Time	158	32.0%
Part-Time	335	68.0%
Total	493	100.0%

DAY (N=1,073)		
	Number	Percent
GPA Distribution of Respondents		
Below 2.0	25	2.4%
2.0 - 3.49	724	68.4%
3.5 and Above	225	21.3%
Not Applicable	84	7.9%
Total	1,058	100.0%
Enrollment Status		
Full-Time	844	78.7%
Part-Time	229	21.3%
Total	1,073	100.0%

Table 2

Additional Characteristics of the Sample Comparing Evening and Day Students Responding to the Enrolled Student Survey Services

EVENING (N=493)	Number	Percent
Highest Degree Sought by Respondents		
Vocational Certificate	20	4.2%
Associate Degree	60	12.5%
Bachelor's	165	34.3%
Master's or higher	217	45.1%
Not Seeking a Degree	19	4.0%
Total	481	100.0%
College Preparatory Coursework Completed at Miami-Dade		
College Preparatory	129	26.7%
English as Sec.Language	86	17.8%
Both	52	10.8%
Neither	216	44.7%
Total	483	100.0%
Employment Status of Respondents (Number of Hours Employed)		
None	22	4.5%
1 - 10	33	6.7%
11 - 20	34	6.9%
21 - 40	239	48.5%
More than 40	165	33.5%
Total	493	100.0%

DAY (N=1,073)	Number	Percent
Highest Degree Sought by Respondents		
Vocational Certificate	16	1.5%
Associate Degree	139	13.1%
Bachelor's	321	30.2%
Master's or higher	567	53.3%
Not Seeking a Degree	20	1.9%
Total	1,063	100.0%
College Preparatory Coursework Completed at Miami-Dade		
College Preparatory	389	36.3%
English as Sec.Language	156	14.5%
Both	116	10.8%
Neither	412	38.4%
Total	1,073	100.0%
Employment Status of Respondents (Number of Hours Employed)		
None	260	24.3%
1 - 10	83	7.7%
11 - 20	250	23.3%
21 - 40	398	37.1%
More than 40	81	7.6%
Total	1,072	100.0%

Table 3

Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

Evening Students

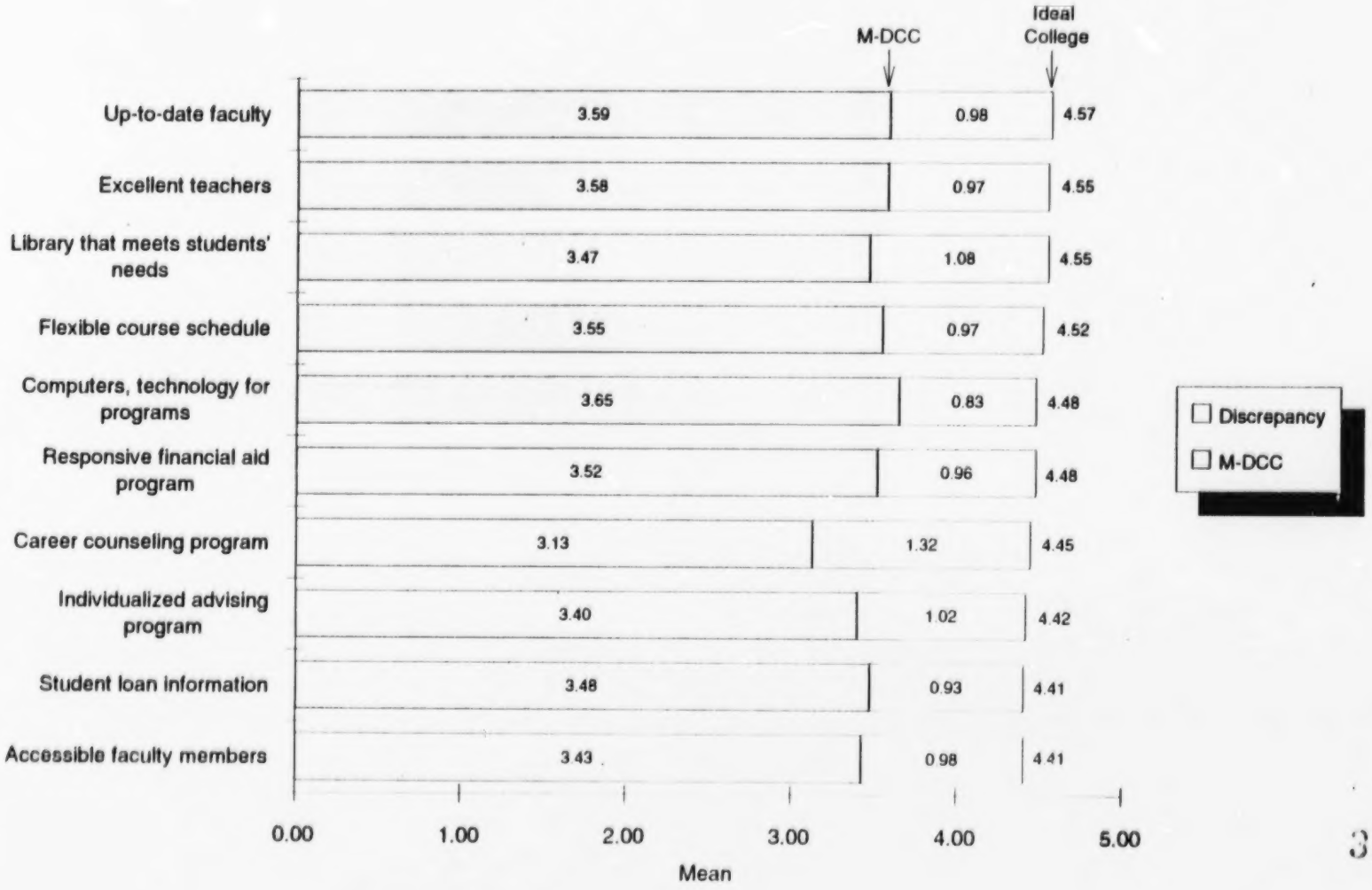
College-Wide

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Faculty Who Are Up-to-Date in Their Fields									
Ideal College	31	6.6%	13	2.8%	425	90.6%	469	100.0%	4.57
M-DCC	77	16.2%	107	22.5%	292	61.3%	476	100.0%	3.59
Difference		-9.6		-19.7		29.3			0.98
Faculty Members Who Are Excellent Teachers									
Ideal College	34	7.2%	10	2.1%	428	90.7%	472	100.0%	4.55
M-DCC	94	19.7%	80	16.8%	302	63.4%	476	100.0%	3.58
Difference		-12.5		-14.7		27.2			0.97
A Library That Meets the Students' Needs									
Ideal College	37	7.8%	7	1.5%	429	90.7%	473	100.0%	4.55
M-DCC	118	25.0%	66	14.0%	288	61.0%	472	100.0%	3.47
Difference		-17.2		-12.5		29.7			1.08
A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week									
Ideal College	37	7.8%	9	1.9%	429	90.3%	475	100.0%	4.52
M-DCC	118	25.1%	53	11.3%	300	63.7%	471	100.0%	3.55
Difference		-17.3		-9.4		26.6			0.97
Computers and Other Equipment to Support My Program									
Ideal College	39	8.2%	11	2.3%	427	89.5%	477	100.0%	4.48
M-DCC	70	14.7%	96	20.2%	309	65.1%	475	100.0%	3.65
Difference		-6.6		-17.9		24.5			0.83
A Financial Aid Program That Helps Make College Affordable									
Ideal College	43	9.1%	6	1.3%	424	89.6%	473	100.0%	4.48
M-DCC	101	21.1%	107	22.3%	271	56.6%	479	100.0%	3.52
Difference		-12.0		-21.1		33.1			96.0
An Excellent Career Counseling Program									
Ideal College	37	7.8%	14	2.9%	424	89.3%	475	100.0%	4.45
M-DCC	129	27.2%	156	32.9%	189	39.9%	474	100.0%	3.13
Difference		-19.4		-30.0		49.4			1.32
An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements									
Ideal College	35	7.4%	15	3.2%	425	89.5%	475	100.0%	4.42
M-DCC	104	21.9%	115	24.3%	255	53.8%	474	100.0%	3.40
Difference		-14.6		-21.1		35.7			1.02
Information About Student Loans									
Ideal College	38	8.1%	13	2.8%	421	89.2%	472	100.0%	4.41
M-DCC	82	17.2%	134	28.1%	261	54.7%	477	100.0%	3.48
Difference		-9.1		-25.3		34.5			93.0
Faculty Members Who Are Accessible									
Ideal College	35	7.4%	17	3.6%	418	88.9%	470	100.0%	4.41
M-DCC	92	19.5%	124	26.2%	257	54.3%	473	100.0%	3.43
Difference		-12.0		-22.6		34.6			0.98
Staff Members Who Are Accessible									
Ideal College	36	7.6%	19	4.0%	417	88.3%	472	100.0%	4.38
M-DCC	110	23.4%	128	27.2%	233	49.5%	471	100.0%	3.31
Difference		-15.7		-23.2		38.9			1.07

Table 3
(continued)
Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
Evening Students
College-Wide

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
An Excellent Job Placement Program									
Ideal College	42	8.9%	18	3.8%	414	87.3%	474	100.0%	4.37
M-DCC	96	20.3%	238	50.3%	139	29.4%	473	100.0%	3.07
Difference		-11.4		-46.5		58.0			1.30
Programs Leading Directly to a Job									
Ideal College	39	8.3%	28	5.9%	405	85.8%	472	100.0%	4.35
M-DCC	99	21.1%	221	47.0%	150	31.9%	470	100.0%	3.12
Difference		-12.8		-41.1		53.9			1.23
Study Skills Assistance									
Ideal College	34	7.2%	25	5.3%	412	87.5%	471	100.0%	4.34
M-DCC	83	17.5%	131	27.6%	260	54.9%	474	100.0%	3.48
Difference		-10.3		-22.3		32.6			0.86
Cooperative Education or Work Experience for Credit									
Ideal College	38	8.1%	36	7.6%	398	84.3%	472	100.0%	4.28
M-DCC	78	16.6%	214	45.4%	179	38.0%	471	100.0%	3.28
Difference		-8.5		-37.8		46.3			1.00
A Cultural Program in the Arts (Music, Theater, etc.)									
Ideal College	35	7.4%	46	9.7%	393	82.9%	474	100.0%	4.15
M-DCC	58	12.2%	161	34.0%	255	53.8%	474	100.0%	3.51
Difference		-4.9		-24.3		29.1			0.64
Adequate Transportation to and from the Campus									
Ideal College	46	9.8%	70	14.9%	355	75.4%	471	100.0%	4.12
M-DCC	103	22.0%	184	39.2%	182	38.8%	469	100.0%	3.20
Difference		-12.2		-24.4		36.6			0.92
A Child Care Program									
Ideal College	42	8.9%	74	15.6%	357	75.5%	473	100.0%	4.09
M-DCC	92	19.6%	251	53.4%	127	27.0%	470	100.0%	3.07
Difference		-10.7		-37.8		48.5			1.02
Instructional Sites Near People's Homes and Businesses									
Ideal College	43	9.2%	78	16.7%	347	74.1%	468	100.0%	4.05
M-DCC	77	16.4%	179	38.1%	214	45.5%	470	100.0%	3.40
Difference		-7.2		-21.4		28.6			0.65
Excellent Athletic/Recreational Facilities									
Ideal College	49	10.4%	64	13.6%	357	76.0%	470	100.0%	4.01
M-DCC	87	18.5%	191	40.6%	193	41.0%	471	100.0%	3.23
Difference		-8.0		-26.9		35.0			0.78
A Strong Intercollegiate Athletic Program									
Ideal College	54	11.4%	80	16.9%	338	71.6%	472	100.0%	3.91
M-DCC	87	18.6%	236	50.4%	145	31.0%	468	100.0%	3.12
Difference		-7.1		-33.5		40.6			0.79

Figure 1a. Mean Rank of Top 10 Services - Evening Students - College-Wide



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SVCS_EVE XLT Chart 1

Figure 1b. Mean of Services Ranked 11-21 - Evening Students - College-Wide

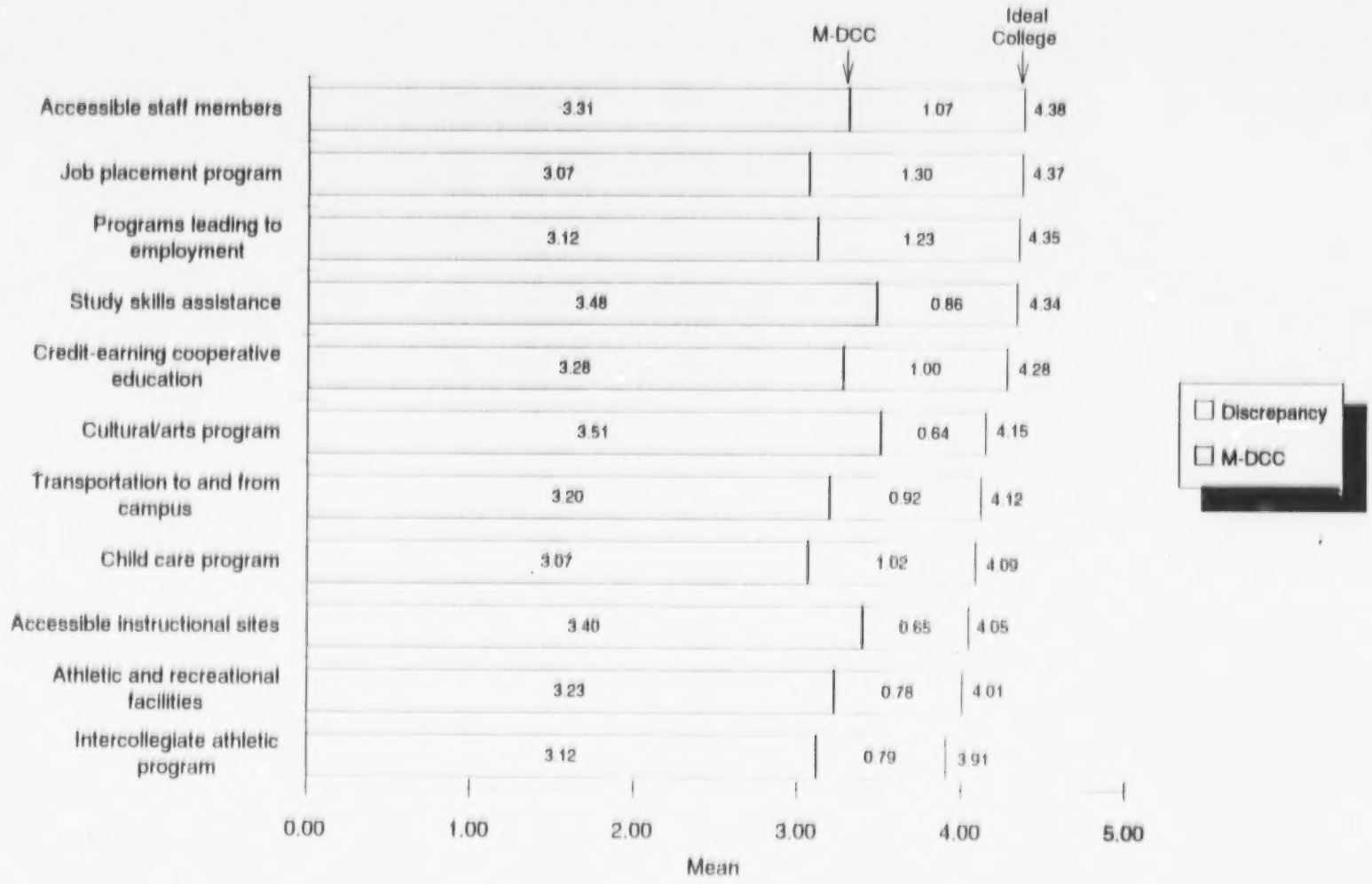

Table 4

Evening Student Responses to the Question "How Satisfied Are You With Miami-Dade Community College?"

College-Wide and by Campus/Center

(N=351)

	Response											
	Very Dissatisfied		Somewhat Dissatisfied		Indifferent		Somewhat Satisfied		Very Satisfied			
Campus	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total	Mean
North	2	2.4%	6	7.3%	6	7.3%	50	61.0%	18	22.0%	82	3.93
Kendall	1	0.9%	6	5.6%	10	9.3%	59	54.6%	32	29.6%	108	4.06
Wolfson	0	0.0%	2	3.8%	5	9.4%	34	64.2%	12	22.6%	53	4.06
Medical Center	1	5.3%	3	15.8%	1	5.3%	11	57.9%	3	15.8%	19	3.63
Homestead	0	0.0%	3	10.7%	3	10.7%	13	46.4%	9	32.1%	28	4.00
InterAmerican	1	2.4%	1	2.4%	4	9.5%	17	40.5%	19	45.2%	42	4.24
Hialeah	0	0.0%	1	5.3%	1	5.3%	14	73.7%	3	15.8%	19	4.00
College-Wide	5	1.4%	22	6.3%	30	8.5%	198	56.4%	96	27.4%	351	4.02

Table 5

Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

Evening Students

North Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
A Library That Meets the Students' Needs									
Ideal College	7	6.7%	2	1.9%	95	91.3%	104	100.0%	4.59
M-DCC	15	14.2%	12	11.3%	79	**74.5%**	106	100.0%	3.87
Difference		-7.4		-9.4		16.8			0.72
Faculty Members Who Are Excellent Teachers									
Ideal College	7	6.7%	2	1.9%	95	91.3%	104	100.0%	4.55
M-DCC	21	19.8%	15	14.2%	70	**66.0%**	106	100.0%	3.67
Difference		-13.1		-12.2		25.3			0.88
A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week									
Ideal College	7	6.7%	1	1.0%	97	92.4%	105	100.0%	4.55
M-DCC	28	**26.9%**	11	10.6%	65	**62.5%**	104	100.0%	3.56
Difference		-20.3		-9.6		29.9			0.99
Faculty Who Are Up-to-Date in Their Fields									
Ideal College	6	5.8%	4	3.8%	94	90.4%	104	100.0%	4.54
M-DCC	22	**20.8%**	21	19.8%	63	59.4%	106	100.0%	3.55
Difference		-15.0		-16.0		31.0			0.99
A Financial Aid Program That Helps Make College Affordable									
Ideal College	9	8.6%	1	1.0%	95	90.5%	105	100.0%	4.50
M-DCC	21	**20.0%**	24	22.9%	60	57.1%	105	100.0%	3.58
Difference		-11.4		-21.9		33.3			0.92
An Excellent Career Counseling Program									
Ideal College	8	7.6%	1	1.0%	96	91.4%	105	100.0%	4.50
M-DCC	26	**24.8%**	32	30.5%	47	44.8%	105	100.0%	3.30
Difference		-17.1		-29.5		46.7			**1.20**
Computers and Other Equipment to Support My Program									
Ideal College	8	7.6%	3	2.9%	94	89.5%	105	100.0%	4.46
M-DCC	17	16.0%	19	17.9%	70	**66.0%**	106	100.0%	3.68
Difference		-8.4		-15.1		23.5			0.78
Information About Student Loans									
Ideal College	8	2.6%	3	1.0%	300	96.5%	311	100.0%	4.43
M-DCC	20	18.9%	26	24.5%	60	56.6%	106	100.0%	3.58
Difference		-16.3		-23.6		39.9			0.85
Study Skills Assistance									
Ideal College	6	6.5%	3	3.2%	84	90.3%	93	100.0%	4.42
M-DCC	23	**22.1%**	23	22.1%	58	55.8%	104	100.0%	3.49
Difference		-15.7		-18.9		34.6			0.93
An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements									
Ideal College	8	7.7%	4	3.8%	92	88.5%	104	100.0%	4.38
M-DCC	22	**20.8%**	28	26.4%	56	52.8%	106	100.0%	3.47
Difference		-13.1		-22.6		35.6			0.91
An Excellent Job Placement Program									
Ideal College	9	8.7%	2	1.9%	93	89.4%	104	100.0%	4.38
M-DCC	22	**21.2%**	52	50.0%	30	28.8%	104	100.0%	3.12
Difference		-12.5		-48.1		60.6			**1.26**

Table 5

(continued)

Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

Evening Students

North Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Faculty Members Who Are Accessible									
Ideal College	8	7.7%	6	5.8%	90	86.5%	104	100.0%	4.36
M-DCC	21	19.8%	26	24.5%	59	55.7%	106	100.0%	3.44
Difference		-12.1		-18.8		30.9			0.92
Cooperative Education or Work Experience for Credit									
Ideal College	8	7.7%	5	4.8%	91	87.5%	104	100.0%	4.34
M-DCC	16	15.4%	46	44.2%	42	40.4%	104	100.0%	3.37
Difference		-7.7		-39.4		47.1			0.97
Programs Leading Directly to a Job									
Ideal College	7	6.7%	11	10.5%	87	82.9%	105	100.0%	4.34
M-DCC	24	22.9%	47	44.8%	34	32.4%	105	100.0%	3.11
Difference		-16.2		-34.3		50.5			1.23
Staff Members Who Are Accessible									
Ideal College	7	6.7%	7	6.7%	90	86.5%	104	100.0%	4.29
M-DCC	23	21.9%	29	27.6%	53	50.5%	105	100.0%	3.34
Difference		-15.2		-20.9		36.1			0.95
A Child Care Program									
Ideal College	9	8.7%	12	11.5%	83	79.8%	104	100.0%	4.11
M-DCC	17	16.3%	43	41.3%	44	42.3%	104	100.0%	3.38
Difference		-7.7		-29.8		37.5			0.73
Excellent Athletic/Recreational Facilities									
Ideal College	9	8.8%	11	10.8%	82	80.4%	102	100.0%	4.09
M-DCC	9	8.7%	36	34.6%	59	56.7%	104	100.0%	3.59
Difference		0.2		-23.8		23.7			0.50
Adequate Transportation to and from the Campus									
Ideal College	11	10.6%	19	18.3%	74	71.2%	104	100.0%	4.05
M-DCC	15	14.3%	44	41.9%	46	43.8%	105	100.0%	3.41
Difference		-3.7		-23.6		27.3			0.64
A Cultural Program in the Arts (Music, Theater, etc.)									
Ideal College	8	7.7%	13	12.5%	83	79.8%	104	100.0%	4.04
M-DCC	9	8.7%	34	32.7%	61	58.7%	104	100.0%	3.69
Difference		-1.0		-20.2		21.2			0.35
A Strong Intercollegiate Athletic Program									
Ideal College	9	8.7%	18	17.3%	77	74.0%	104	100.0%	3.94
M-DCC	17	16.3%	51	49.0%	36	34.6%	104	100.0%	3.24
Difference		-7.7		-31.7		39.4			0.70
Instructional Sites Near People's Homes and Businesses									
Ideal College	12	11.4%	18	17.1%	75	71.4%	105	100.0%	3.92
M-DCC	16	15.2%	42	40.0%	47	44.8%	105	100.0%	3.43
Difference		-3.8		-22.9		26.7			0.49

Figure 2a. Mean Rank of Top 10 Services - Evening Students - North Campus

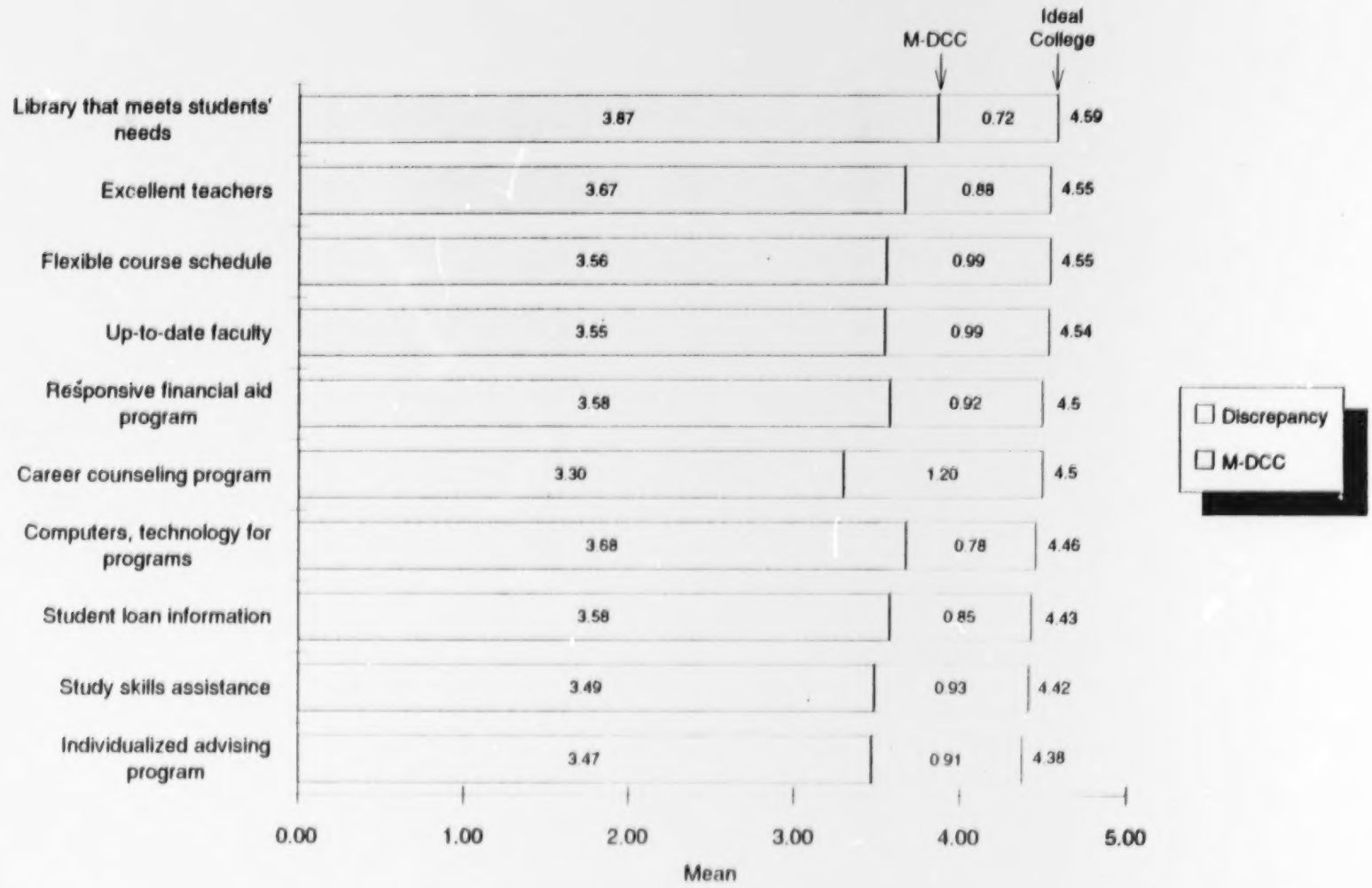

Figure 2b. Mean of Services Ranked 11-21 - Evening Students - North Campus

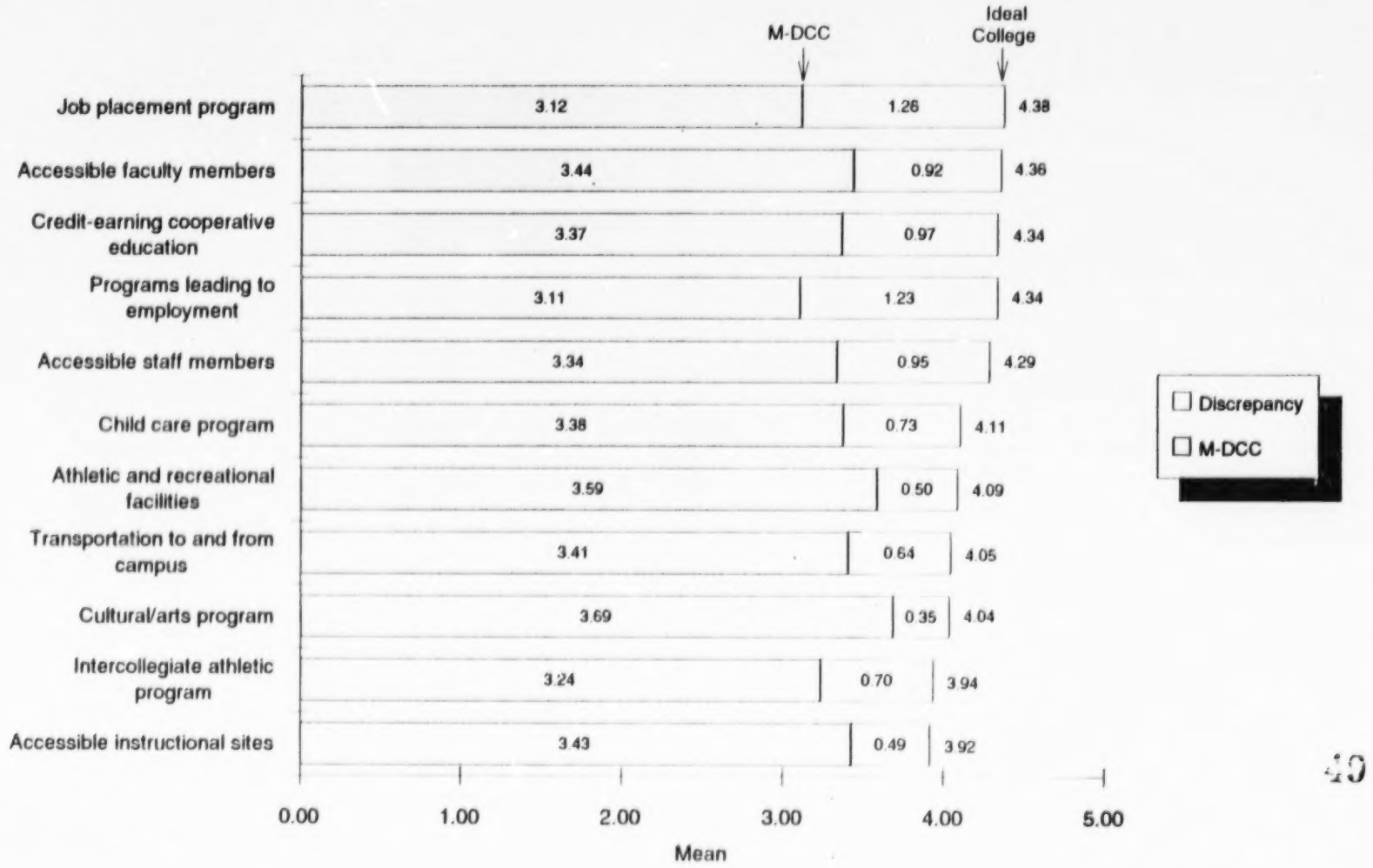

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Table 6

Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

Evening Students

Kendall Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Faculty Who Are Up-to-Date in Their Fields									
Ideal College	7	4.5%	0	0.0%	148	95.5%	155	100.0%	4.73
M-DCC	25	15.4%	36	22.2%	101	62.3%	162	100.0%	3.59
Difference		-10.9		-22.2		33.1			1.14
Faculty Members Who Are Excellent Teachers									
Ideal College	7	4.5%	2	1.3%	148	94.3%	157	100.0%	4.68
M-DCC	33	20.4%	28	17.3%	101	62.3%	162	100.0%	3.54
Difference		-15.9		-16.0		31.9			1.14
A Library That Meets the Students' Needs									
Ideal College	9	5.7%	1	0.5%	147	93.6%	157	100.0%	4.67
M-DCC	41	25.3%	13	8.0%	108	66.7%	162	100.0%	3.53
Difference		-19.6		-7.4		27.0			1.14
A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week									
Ideal College	9	5.8%	2	1.3%	143	92.9%	154	100.0%	4.64
M-DCC	33	20.4%	11	6.8%	118	72.8%	162	100.0%	3.71
Difference		-14.5		-5.5		20.0			0.93
Computers and Other Equipment to Support My Program									
Ideal College	8	5.1%	4	2.5%	145	92.4%	157	100.0%	4.60
M-DCC	18	11.1%	34	21.0%	110	67.9%	162	100.0%	3.73
Difference		-6.0		-18.4		24.5			0.87
An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements									
Ideal College	7	4.5%	1	0.6%	148	94.9%	156	100.0%	4.58
M-DCC	37	23.1%	28	17.5%	95	59.4%	160	100.0%	3.44
Difference		-18.6		-16.9		35.5			1.14
Faculty Members Who Are Accessible									
Ideal College	7	4.5%	4	2.5%	146	93.0%	157	100.0%	4.57
M-DCC	23	14.3%	41	25.5%	97	60.2%	161	100.0%	3.57
Difference		-9.8		-22.9		32.7			1.00
A Financial Aid Program That Helps Make College Affordable									
Ideal College	11	7.1%	2	1.3%	142	91.6%	155	100.0%	4.55
M-DCC	26	16.3%	34	21.3%	100	62.5%	160	100.0%	3.64
Difference		-9.2		-20.0		29.1			0.91
An Excellent Career Counseling Program									
Ideal College	10	6.4%	1	0.6%	145	92.9%	156	100.0%	4.54
M-DCC	48	29.8%	51	31.7%	62	38.5%	161	100.0%	3.08
Difference		-23.4		-31.0		54.4			1.46
Staff Members Who Are Accessible									
Ideal College	9	5.7%	2	1.3%	146	93.0%	157	100.0%	4.54
M-DCC	33	20.6%	44	27.5%	83	51.9%	160	100.0%	3.36
Difference		-14.9		-26.2		41.1			1.18
Information About Student Loans									
Ideal College	8	5.2%	4	2.6%	143	92.3%	155	100.0%	4.48
M-DCC	25	16.7%	35	23.3%	90	60.0%	150	100.0%	3.51
Difference		-11.5		-20.8		32.3			0.97

Table 6
(continued)
Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
Evening Students
Kendall Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Programs Leading Directly to a Job									
Ideal College	11	7.1%	5	3.2%	139	89.7%	155	100.0%	4.45
M-DCC	29	17.9%	77	47.5%	56	34.6%	162	100.0%	3.19
Difference		-10.8		-44.3		55.1			**1.26**
Study Skills Assistance									
Ideal College	8	5.2%	10	6.5%	137	88.4%	155	100.0%	4.44
M-DCC	24	14.9%	40	24.8%	97	**60.2%**	161	100.0%	3.57
Difference		-9.7		-18.4		28.1			0.87
An Excellent Job Placement Program									
Ideal College	12	7.7%	7	4.5%	137	87.8%	156	100.0%	4.43
M-DCC	24	14.8%	85	52.5%	53	32.7%	162	100.0%	3.16
Difference		-7.1		-48.0		55.1			**1.27**
Cooperative Education or Work Experience for Credit									
Ideal College	9	5.8%	16	10.3%	131	84.0%	156	100.0%	4.33
M-DCC	25	15.4%	68	42.0%	69	42.6%	162	100.0%	3.35
Difference		-9.7		-31.7		41.4			0.98
A Cultural Program in the Arts (Music, Theater, etc.)									
Ideal College	10	6.4%	14	9.0%	132	84.6%	156	100.0%	4.25
M-DCC	19	11.8%	50	31.1%	92	57.1%	161	100.0%	3.51
Difference		-5.4		-22.1		27.5			0.74
Excellent Athletic/Recreational Facilities									
Ideal College	13	8.3%	13	8.3%	130	83.3%	156	100.0%	4.19
M-DCC	27	16.8%	51	31.7%	83	51.6%	161	100.0%	3.37
Difference		-8.4		-23.3		31.8			0.82
Adequate Transportation to and from the Campus									
Ideal College	13	8.3%	24	15.4%	119	76.3%	156	100.0%	4.18
M-DCC	35	**21.9%**	64	40.0%	61	38.1%	160	100.0%	3.18
Difference		-13.5		-24.6		38.2			**1.00**
A Child Care Program									
Ideal College	12	7.6%	29	18.5%	116	73.9%	157	100.0%	4.11
M-DCC	33	**20.5%**	93	57.8%	35	21.7%	161	100.0%	2.98
Difference		-12.9		-39.3		52.1			**1.13**
Instructional Sites Near People's Homes and Businesses									
Ideal College	13	8.3%	27	17.2%	117	74.5%	157	100.0%	4.10
M-DCC	23	14.4%	57	35.6%	80	50.0%	160	100.0%	3.45
Difference		-6.1		-18.4		24.5			0.65
A Strong Intercollegiate Athletic Program									
Ideal College	15	9.7%	19	12.3%	121	78.1%	155	100.0%	4.07
M-DCC	28	17.3%	73	45.1%	61	37.7%	162	100.0%	3.19
Difference		-7.6		-32.8		40.4			0.88

Figure 3a. Mean Rank of Top 10 Services - Evening Students - Kendall Campus

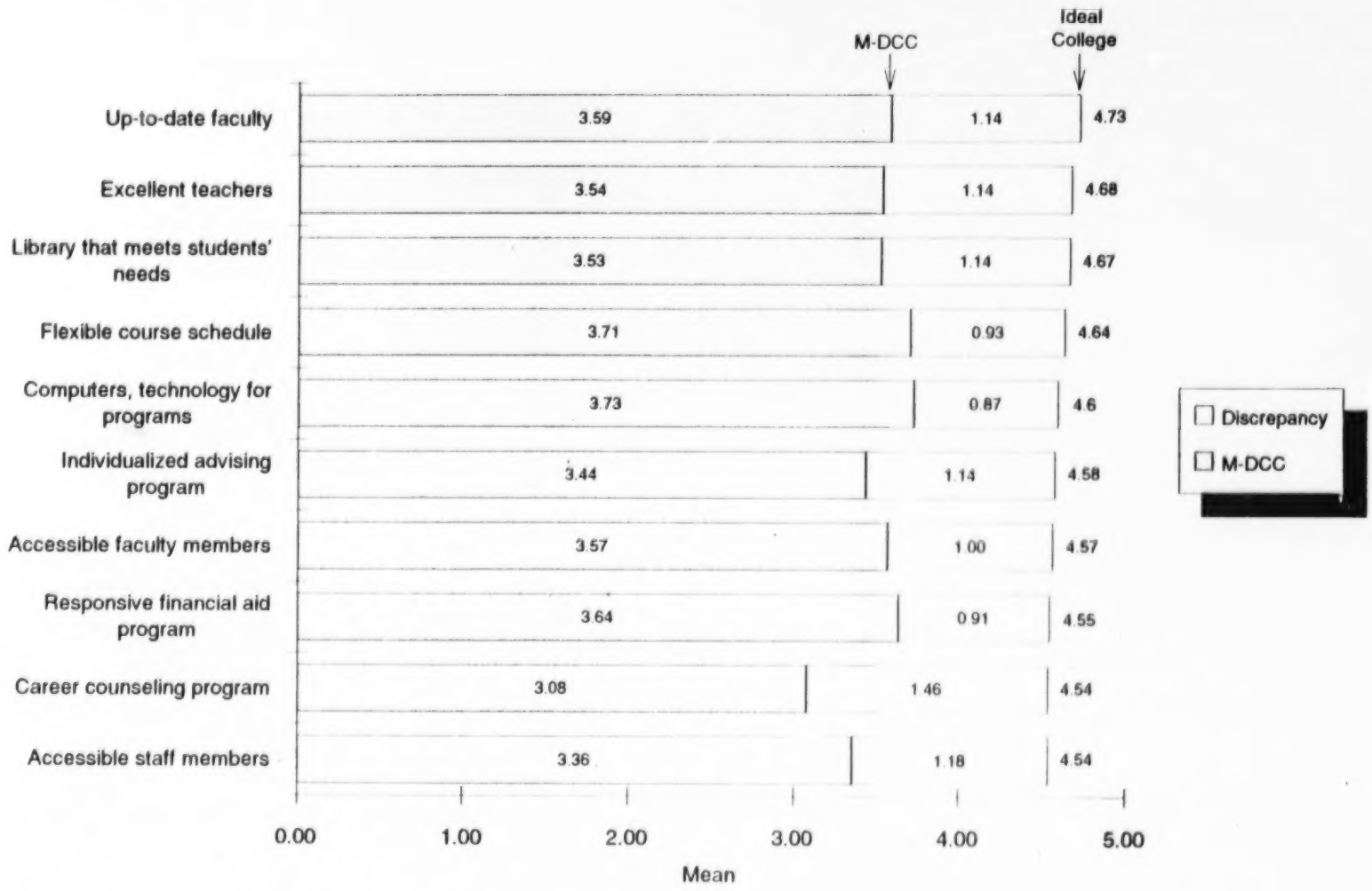


Figure 3b. Mean of Services Ranked 11-21 - Evening Students - Kendall Campus

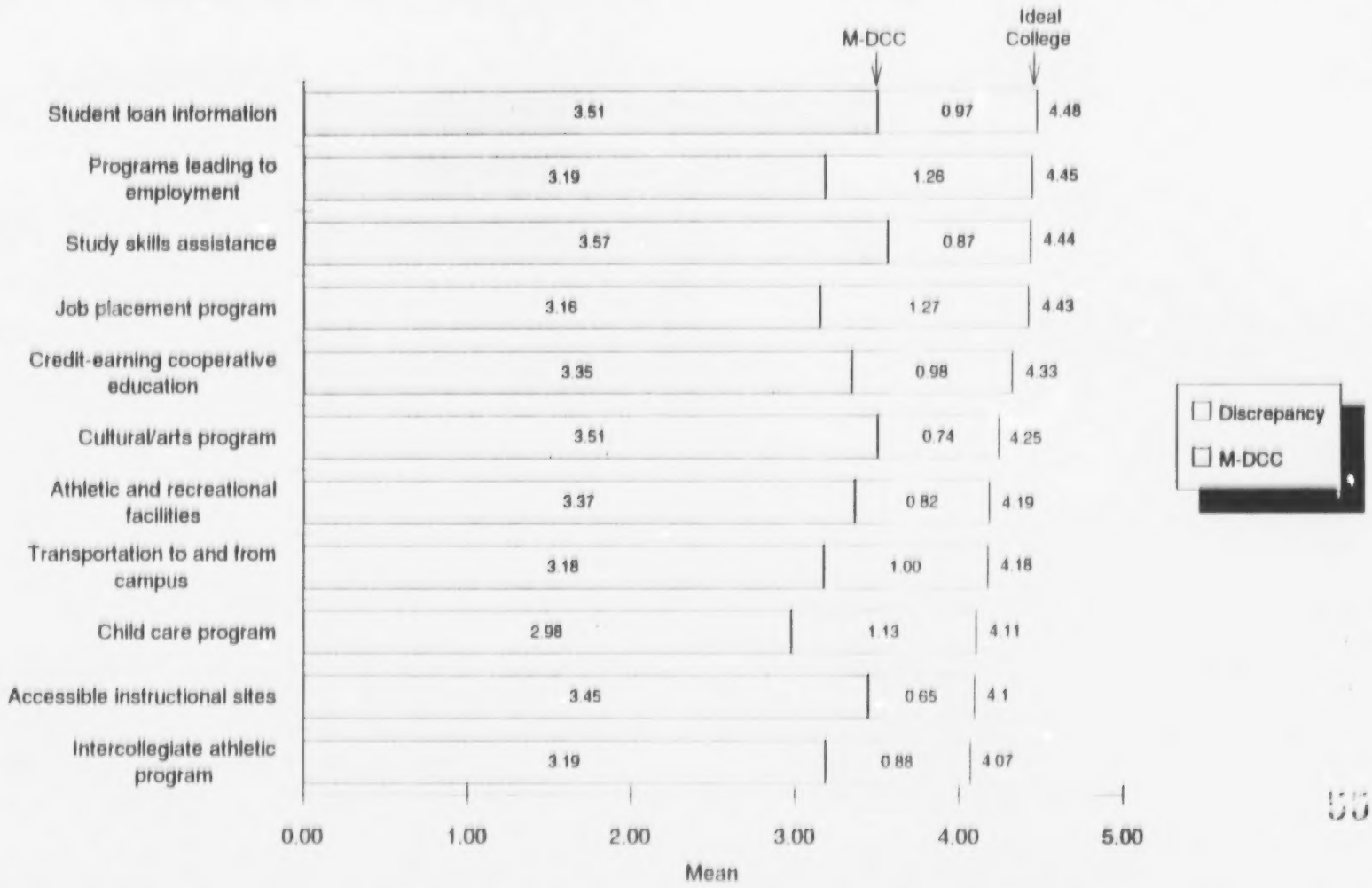


Table 7

Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC

Evening Students

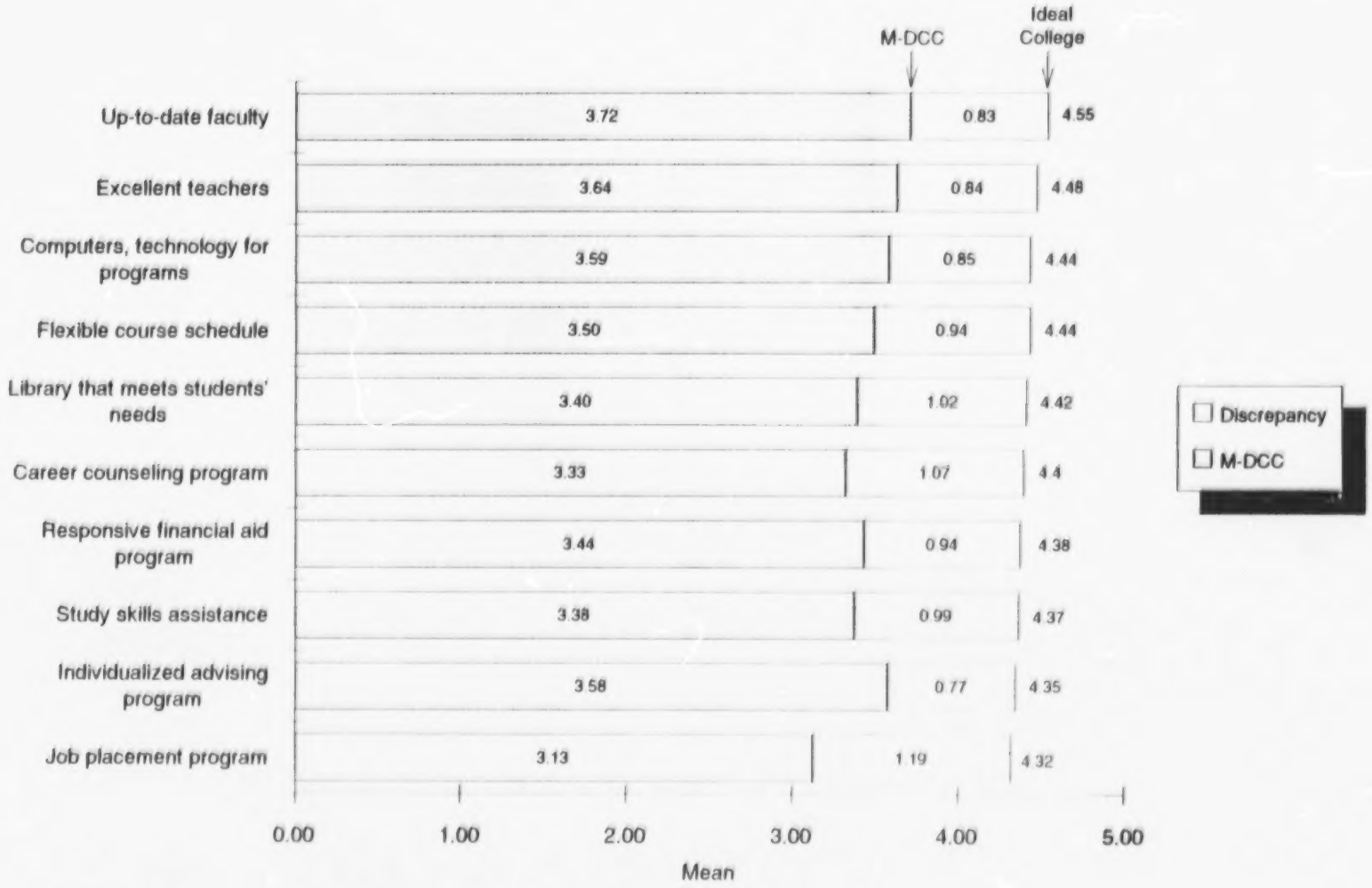
Wolfson Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Faculty Who Are Up-to-Date in Their Fields									
Ideal College	4	6.5%	3	4.8%	55	88.7%	62	100.0%	4.55
M-DCC	7	10.9%	17	26.6%	40	**62.5%**	64	100.0%	3.72
Difference		-4.5		-21.7		26.2			0.83
Faculty Members Who Are Excellent Teachers									
Ideal College	5	8.1%	3	4.8%	54	87.1%	62	100.0%	4.48
M-DCC	9	14.1%	13	20.3%	42	**65.6%**	64	100.0%	3.64
Difference		-6.0		-15.5		21.5			0.84
Computers and Other Equipment to Support My Program									
Ideal College	6	9.4%	1	1.6%	57	89.1%	64	100.0%	4.44
M-DCC	11	17.2%	12	18.8%	41	**64.1%**	64	100.0%	3.59
Difference		-7.8		-17.2		25.0			0.85
A Flexible Schedule of Courses Offered at a Variety of Times Throughout the Day and During the Week									
Ideal College	6	9.4%	2	3.1%	56	87.5%	64	100.0%	4.44
M-DCC	16	**25.0%**	9	14.1%	39	**60.9%**	64	100.0%	3.50
Difference		-15.6		-10.9		26.6			0.94
A Library That Meets the Students' Needs									
Ideal College	6	9.4%	2	3.1%	56	87.5%	64	100.0%	4.42
M-DCC	14	**22.2%**	14	22.2%	35	55.6%	63	100.0%	3.40
Difference		-12.8		-19.1		31.9			**1.02**
An Excellent Career Counseling Program									
Ideal College	6	9.2%	2	3.1%	57	87.7%	65	100.0%	4.40
M-DCC	13	**20.3%**	17	26.6%	34	53.1%	64	100.0%	3.33
Difference		-11.1		-23.5		34.6			**1.07**
A Financial Aid Program That Helps Make College Affordable									
Ideal College	9	13.8%	0	0.0%	56	86.2%	65	100.0%	4.38
M-DCC	15	**22.7%**	16	24.2%	35	53.0%	66	100.0%	3.44
Difference		-8.9		-24.2		33.1			0.94
Study Skills Assistance									
Ideal College	5	7.7%	3	4.6%	57	87.7%	65	100.0%	4.37
M-DCC	14	**21.5%**	18	27.7%	33	50.8%	65	100.0%	3.38
Difference		-13.8		-23.1		36.9			0.99
An Advising Program Focused on the Student's Academic and Overall Curriculum Requirements									
Ideal College	7	10.6%	2	3.0%	57	86.4%	66	100.0%	4.35
M-DCC	10	15.4%	14	21.5%	41	**63.1%**	65	100.0%	3.58
Difference		-4.8		-18.5		23.3			0.77
An Excellent Job Placement Program									
Ideal College	6	9.1%	2	3.0%	58	87.9%	66	100.0%	4.32
M-DCC	13	**20.6%**	29	46.0%	21	33.3%	63	100.0%	3.13
Difference		-11.5		-43.0		54.5			**1.19**
Faculty Members Who Are Accessible									
Ideal College	6	9.8%	0	0.0%	55	90.2%	61	100.0%	4.31
M-DCC	16	**25.0%**	16	25.0%	32	50.0%	64	100.0%	3.33
Difference		-15.2		-25.0		40.2			0.98

Table 7
(continued)
Student Agreement and Overall Mean Ratings of 21 Services for "Ideal" College and M-DCC
Evening Students
Wolfson Campus

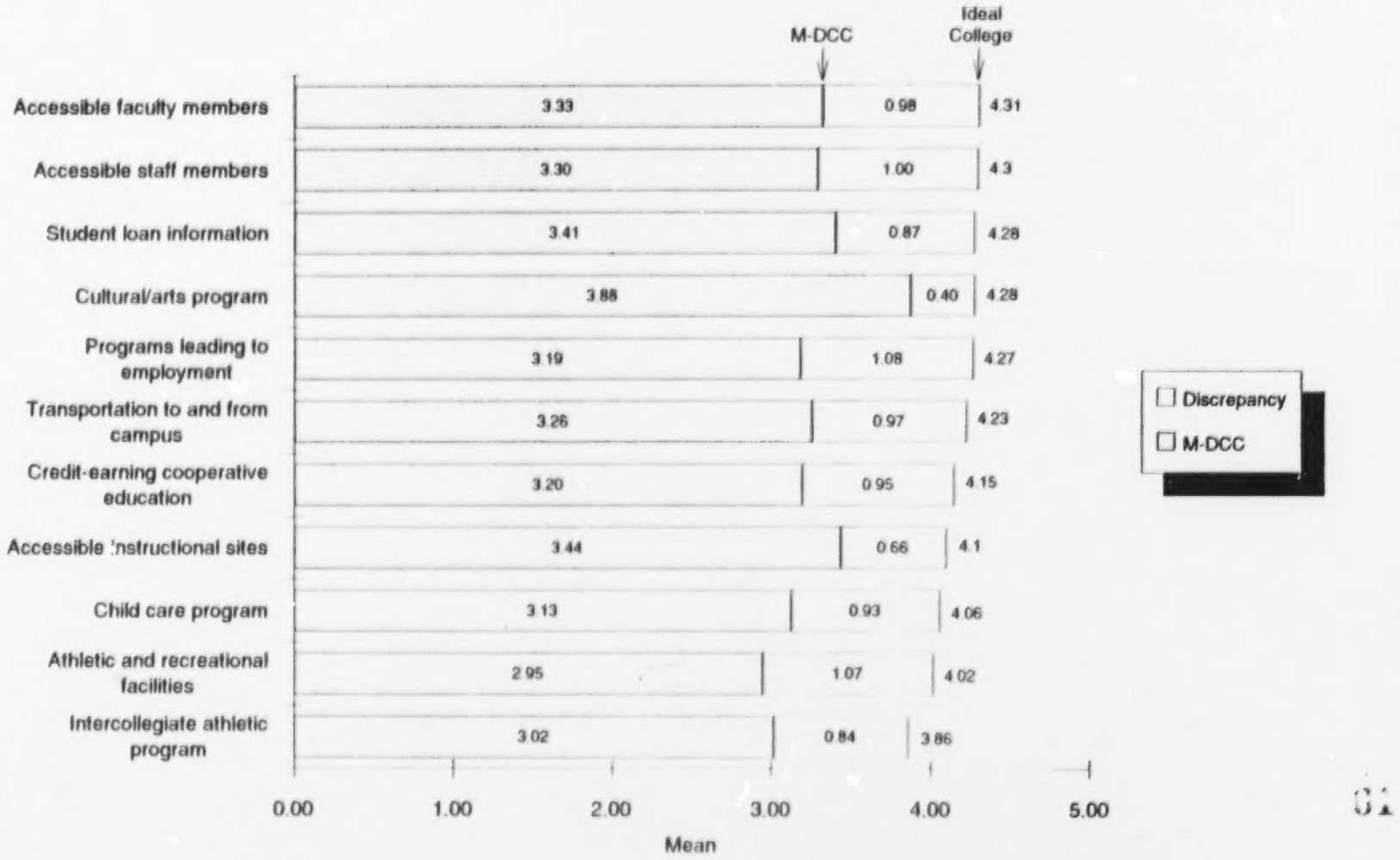
	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Staff Members Who Are Accessible									
Ideal College	7	10.9%	3	4.7%	54	84.4%	64	100.0%	4.30
M-DCC	16	**25.0%**	15	23.4%	33	51.6%	64	100.0%	3.30
Difference		-14.1		-18.8		32.8			**1.00**
Information About Student Loans									
Ideal College	8	12.5%	3	4.7%	53	82.8%	64	100.0%	4.28
M-DCC	11	16.7%	22	33.3%	33	50.0%	66	100.0%	3.41
Difference		-4.2		-28.6		32.8			0.87
A Cultural Program in the Arts (Music, Theater, etc.)									
Ideal College	4	6.2%	7	10.8%	54	83.1%	65	100.0%	4.28
M-DCC	5	7.7%	14	21.5%	46	**70.8%**	65	100.0%	3.88
Difference		-1.5		-10.8		12.3			0.40
Programs Leading Directly to a Job									
Ideal College	5	7.9%	5	7.9%	53	84.1%	63	100.0%	4.27
M-DCC	13	**20.3%**	28	43.8%	23	35.9%	64	100.0%	3.19
Difference		-12.4		-35.8		48.2			**1.08**
Adequate Transportation to and from the Campus									
Ideal College	6	9.4%	6	9.4%	52	81.3%	64	100.0%	4.23
M-DCC	13	**21.0%**	23	37.1%	26	41.9%	62	100.0%	3.26
Difference		-11.6		-27.7		39.3			0.97
Cooperative Education or Work Experience for Credit									
Ideal College	7	10.8%	4	6.2%	54	83.1%	65	100.0%	4.15
M-DCC	11	17.2%	32	50.0%	21	32.8%	64	100.0%	3.20
Difference		-6.4		-43.8		50.3			0.95
Instructional Sites Near People's Homes and Businesses									
Ideal College	7	11.3%	9	14.5%	46	74.2%	62	100.0%	4.10
M-DCC	10	15.9%	22	34.9%	31	49.2%	63	100.0%	3.44
Difference		-4.6		-20.4		25.0			0.66
A Child Care Program									
Ideal College	7	10.8%	11	16.9%	47	72.3%	65	100.0%	4.06
M-DCC	11	17.2%	35	54.7%	18	28.1%	64	100.0%	3.13
Difference		-6.4		-37.8		44.2			0.93
Excellent Athletic/Recreational Facilities									
Ideal College	5	7.7%	13	20.0%	47	72.3%	65	100.0%	4.02
M-DCC	15	**23.1%**	34	52.3%	16	24.6%	65	100.0%	2.95
Difference		-15.4		-32.3		47.7			**1.07**
A Strong Intercollegiate Athletic Program									
Ideal College	7	10.8%	15	23.1%	43	66.2%	65	100.0%	3.86
M-DCC	9	14.5%	40	64.5%	13	21.0%	62	100.0%	3.02
Difference		-3.7		-41.4		45.2			0.84

Figure 4a. Mean Rank of Top 10 Services - Evening Students - Wolfson Campus



1/31/84

Figure 4b. Mean of Services Ranked 11-21 - Evening Students - Wolfson Campus



Miami-Dade Community College (M-DCC)

Dear Student:

Miami-Dade Community College is conducting a survey of students to collect information that will help improve the quality of programs and services at M-DCC. Please answer the following questions regarding your impressions of your educational experience at M-DCC. Thank you for your participation.

Marking Instructions

- Use No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

INCORRECT MARKS ✓ ✗ ● ◌ CORRECT MARK ●

ENROLLED STUDENT SURVEY

Gender:
- ◯ Male
- ◯ Female

Age:
- ◯ Under 18
- ◯ 18-19
- ◯ 20-25
- ◯ 26-30
- ◯ 31-50
- ◯ 51-64
- ◯ 65 or older

Ethnic Group:
- ◯ Black Non-Hispanic
- ◯ White Non-Hispanic
- ◯ Asian/Pacific Islander
- ◯ American Indian
- ◯ Hispanic
- ◯ Other

M-DCC GPA:
- ◯ Below 2.0
- ◯ 2.0-3.49
- ◯ 3.5 and above
- ◯ Not applicable

Status:
- ◯ Full-time
- ◯ Part-time

How many credits have you completed?
- ◯ None
- ◯ 1-15
- ◯ 16-30
- ◯ 31-45
- ◯ 46-60
- ◯ More than 60

Have you ever enrolled in any of the following courses?
- ◯ College Preparatory
- ◯ English as a Second Language
- ◯ Both

Are you seeking a degree or certificate from M-DCC?
- ◯ Yes
- ◯ No

If yes, which of the following are you seeking?
- ◯ Associate in Arts
- ◯ Associate in Science
- ◯ Vocational Certificate
- ◯ Planned Certificate
- ◯ Other

If other, please identify what: _____

What is the highest degree you eventually plan to seek?
- ◯ Vocational Certificate
- ◯ Associate Degree
- ◯ Bachelor's
- ◯ Master's or higher
- ◯ Not seeking a degree

Where do you take <u>most</u> of your classes?
- ◯ North
- ◯ Kendall
- ◯ Wolfson
- ◯ Medical
- ◯ Homestead
- ◯ Interamerican Center
- ◯ Hialeah Center
- ◯ Entrepreneurial Center
- ◯ Other Outreach Center

When do you take <u>most</u> of your classes?
- ◯ Day
- ◯ Evening
- ◯ Weekend

How many hours are you employed each week?
- ◯ None
- ◯ 1-10
- ◯ 11-20
- ◯ 21-40
- ◯ More than 40

OVER →

Please answer questions (1) and (2) for items (a) through (u) in the list below. Each item describes a service you might expect from an educational experience at your "Ideal" college and at Miami-Dade Community College. Using the following scale, indicate how much you agree with each item:

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree.

IDEAL COLLEGE (1) "I believe the 'ideal' college should have..."						*M-DCC* (2) "I believe Miami-Dade Community College has..."				
SD	D	U	A	SA		SD	D	U	A	SA
1	2	3	4	5	a. a financial aid program that helps make college affordable.	1	2	3	4	5
1	2	3	4	5	b. information about student loans.	1	2	3	4	5
1	2	3	4	5	c. an advising program focused on the student's academic and overall curriculum requirements.	1	2	3	4	5
1	2	3	4	5	d. study skills assistance.	1	2	3	4	5
1	2	3	4	5	e. a cultural program in the arts (music, theater, etc.).	1	2	3	4	5
1	2	3	4	5	f. an excellent career counseling program.	1	2	3	4	5
1	2	3	4	5	g. an excellent job placement program.	1	2	3	4	5
1	2	3	4	5	h. programs leading directly to a job.	1	2	3	4	5
1	2	3	4	5	i. cooperative education or work experience for credit.	1	2	3	4	5
1	2	3	4	5	j. a strong intercollegiate athletic program.	1	2	3	4	5
1	2	3	4	5	k. excellent athletic/recreational facilities.	1	2	3	4	5
1	2	3	4	5	l. a child care program.	1	2	3	4	5
1	2	3	4	5	m. staff members who are accessible.	1	2	3	4	5
1	2	3	4	5	n. a library that meets the students' needs.	1	2	3	4	5
1	2	3	4	5	o. adequate transportation to and from the campus.	1	2	3	4	5
1	2	3	4	5	p. a flexible schedule of courses offered at a variety of times throughout the day and during the week.	1	2	3	4	5
1	2	3	4	5	q. computers and other equipment to support my program.	1	2	3	4	5
1	2	3	4	5	r. instructional sites near people's homes and businesses.	1	2	3	4	5
1	2	3	4	5	s. faculty members who are accessible.	1	2	3	4	5
1	2	3	4	5	t. faculty members who are excellent teachers.	1	2	3	4	5
1	2	3	4	5	u. faculty who are up-to-date in their fields.	1	2	3	4	5

How satisfied are you with Miami-Dade Community College?

- o Very satisfied
- o Somewhat satisfied
- o Indifferent
- o Somewhat dissatisfied
- o Very dissatisfied

Please return this completed form to Institutional Research, Bonnie McCabe Building, Room 5001, 300 N.E. 2nd Avenue, Miami, FL 33132-2297. Thank you very much.

INSTITUTIONAL SELF STUDY

North
Kendall
Wolfson
Medical Center
Homestead
District
1993 - 1995

Miami-Dade COMMUNITY COLLEGE

March 9, 1994

Dear Faculty Member:

As part of the Miami-Dade's Institutional Self-Study for Re-accreditation, we are conducting a survey of students enrolled in a random sample of classes college-wide. The sample consists of approximately 200 classes. Your receipt of this letter indicates that the class noted on the attached label has been selected as part of the sample. This letter is an early alert to you that the survey will follow in about two weeks.

Since the sample is small, we need a high return rate in order to be able to generalize student responses to the population of students as a whole. For this reason, we would like you to administer the survey during class. The survey will take approximately 15-20 minutes to complete and a packet, including directions, will be sent within the next two weeks. We recognize that this is an inconvenience, and gratefully acknowledge your effort on behalf of the self-study.

If you are unable to participate in this survey, please return this letter and the attached label to Dr. Cathy Morris, Institutional Research, Bonnie McCabe Building, Room 5601. We will need to select an alternate classroom for the sample.

We appreciate your cooperation in the collection of this important student information. Thank you in advance.

Cordially,

Cathy Morris, Ph.D.
Dean, Institutional Research

CM/rmz

RZ94-731

INSTITUTIONAL SELF STUDY

North
Kendall
Wolfson
Medical Center
Homestead
District
1993 - 1995

Miami-Dade COMMUNITY COLLEGE

March 18, 1994

Dear Faculty Member;

Over a week ago, I sent you a letter alerting you to an upcoming survey of students enrolled in a random sample of classes. Enclosed are the forms for your participation in the survey. Please administer the survey in the course and sequence number noted on the label above. Because the survey items are split into two forms, you will have both red and orange questionnaires in this packet. Each student should complete only one form.

Please select a convenient class date during the next two weeks to administer the survey. Allow approximately 15 to 20 minutes for the students to answer the questions. If a student has completed the survey in another class, please ask him/her to complete it again. The selection of classes was random and, on a student level, we need full participation.

Please read the directions below to students. While they are not required to complete the survey, the directions will hopefully encourage them to do so.

DIRECTIONS:

"As part of an Institutional Self-Study for reaccreditation, Miami-Dade is gathering student input to improve quality. You are part of a sample of students who have been chosen to comment on our programs and services. Your answers are important to us, since you will be representing student opinion at Miami-Dade. Please answer every question on both sides of the survey. Thank you for your help."

Please collect the completed surveys and send them, along with any unused surveys, in the return envelope addressed to: Sylvia Fisher, Institutional Research, Bonnie McCabe Hall, Room 5601. If you have any questions, she can be reached at 7-7463.

I appreciate your cooperation in the collection of this important student information.

Thank you.

Cordially,

Cathy Morris

CM/rmz

Enclosures

RZ94-737